

R E P O R T   R E S U M E S

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AGE OF TRANSITION, RURAL YOUTH IN A CHANGING SOCIETY.

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THE WORLD POPULATION IS INCREASING VERY RAPIDLY, WITH YOUNG PEOPLE (UNDER 25 YEARS OF AGE) CONSTITUTING ONE-HALF OR MORE OF THE TOTAL. IN THE UNITED STATES, THE POPULATION HAS INCREASED TO APPROXIMATELY 200 MILLION, AND WITH THIS INCREASE, THERE HAS BEEN A SHIFT FROM A RURAL TO AN URBAN MAJORITY. EXTENSIVE COMPARISONS OF RURAL AND URBAN YOUTH ARE GRAPHICALLY AND VERBALLY PRESENTED IN THE FOLLOWING AREAS IN THIS BOOKLET--(1) THE WORLD WE LIVE IN, (2) PREPARING FOR LIFE, (3) MAKING A LIVING, (4) HEALTH AND WELFARE, (5) THE QUALITY OF RURAL LIFE, AND (6) THE WORLD OF TOMORROW. A SELECTED NUMBER OF THE CHARTS ARE AVAILABLE AS COLOR SLIDES FROM THE PHOTOGRAPHY DIVISION, OFFICE OF INFORMATION, USDA, WASHINGTON, D. C. THIS DOCUMENT IS AVAILABLE AS AGRICULTURAL HANDBOOK NO. 347 FROM SUPERINTENDENT OF DOCUMENTS, U. S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402 FOR 75 CENTS. (ES)

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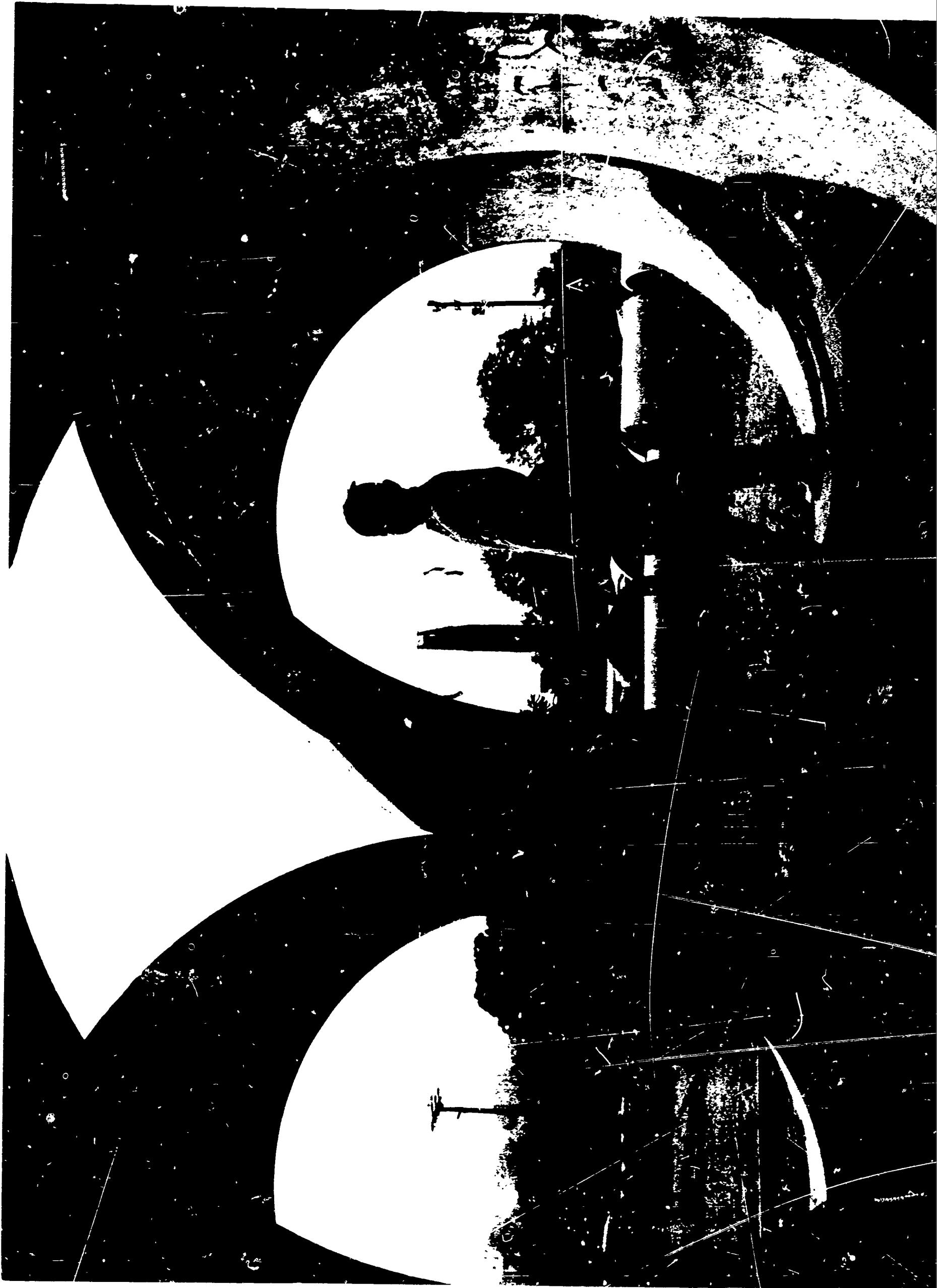
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# AGE OF TRANSITION *rural youth in a changing society*

ECONOMIC RESEARCH SERVICE / U. S. DEPARTMENT OF AGRICULTURE / HANDBOOK #17

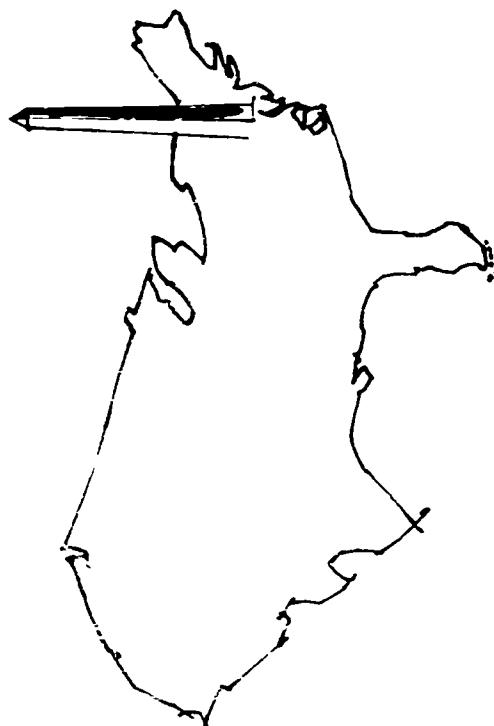
RC CO 1810



This book is dedicated to the rural youth of America. It was produced in the Department of Agriculture in cooperation with the five other sponsoring agencies of the Conference—the Departments of Labor, Interior, Health, Education and Welfare, the Office of Economic Opportunity, and the President's Council on Youth Opportunity, as well as a number of private organizations. Its purpose is to supplement the information and insights provided by the National Outlook Conference on Rural Youth, and to serve as a resource for work in behalf of rural youth at State and local levels.

In compiling a book of this kind, problems of consistency are unavoidable due to the wide range of sources from which data have been collected. To resolve these problems, we have used the best, most recent, and most reliable data we could find and have indicated the sources. Historical trends and projections on a national basis involve the old as well as the young, the urban population as well as the rural, but are a necessary backdrop for an overall understanding of what is happening in the fields of education, employment, health, welfare, and other facets of life in a changing society.

Space limitations dictate that no one aspect of a broad spectrum of interests and concerns can be treated fully or in detail. For further study and detailed statistics, a supplement of supporting data for the charts accompanies this book. The procedure for obtaining a set of slides of the graphic material is given on the back cover.



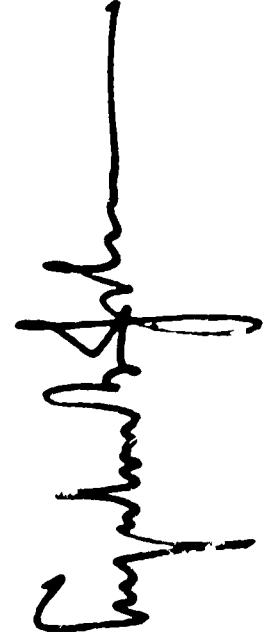
## FOREWORD

Fully one-third of our Nation's youth live on farms or in small towns and communities. As our concern for our cities increases, this vital segment of our population is sometimes overlooked.

In establishing the National Outlook Conference of Rural Youth, it was our intent to assure that our rural youth will have all the opportunities available to other Americans - in health, in education, in employment, in all areas of human endeavor.

This fact book, Age of Transition: Rural Youth in a Changing Society, shows the strides we have made, and are making, to revitalize rural America. I hope it will be a useful tool for State, county, and community groups in conducting similar conferences.

Our rural youth must not become a forgotten minority. Their contributions to America are great; they must be full partners in our prosperity.



**4-11** *the world we live in*

**12-33** *preparing for life*

**34-51** *making a living*

**52-67** *their health and welfare*

**68-83** *the quality of rural life*

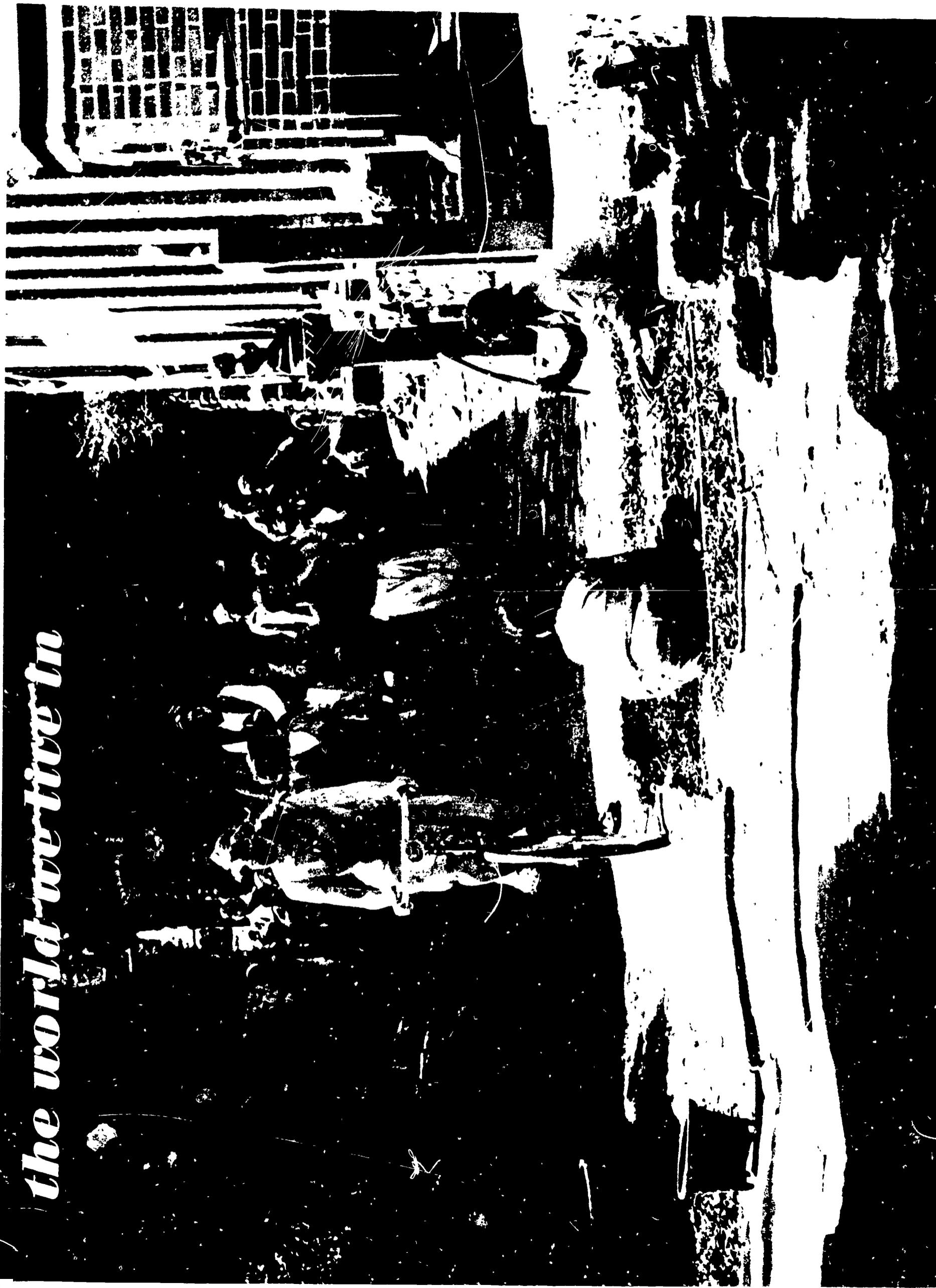
**84-87** *the world of tomorrow*

**88-92** *index, list of references*

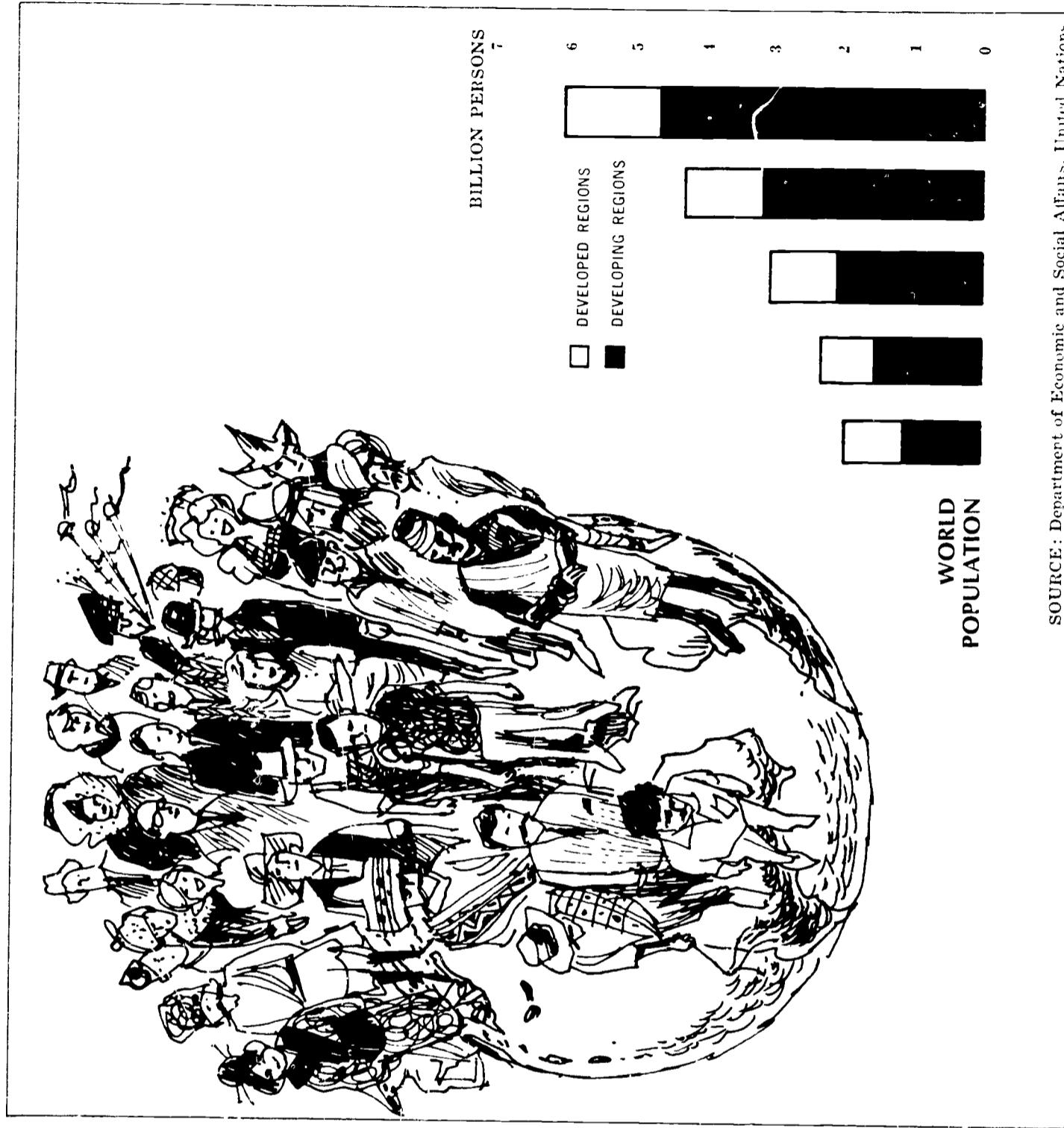
Acknowledgment of data and counsel is made to the Departments of Health, Education and Welfare, Interior, Labor, various agencies within the Department of Agriculture, the Office of Economic Opportunity, and a number of private organizations which are identified in Chapter V.

Calvin L. Beale has served as coordinator of this publication and Helen W. Johnson has assumed overall responsibility in preparing the book. Both are staff members of the Economic Development Division, Economic Research Service, U.S. Department of Agriculture.

*the world outside in*



Population is on the rise everywhere and shows no signs of worldwide decline in the next few decades. In the world as a whole, young people (under 25 years of age) make up half or more of the total. In the United States, we have nearly 200 million people now, about two-fifths of them not yet of voting age. The large majority of our citizens live in cities; less than a third live in rural areas. Many Americans move from one place to another, mainly from city to city, but many from country to country. Young people in their most productive years are most likely to migrate.



SOURCE: Department of Economic and Social Affairs, United Nations

GROWTH OF U.S.  
POPULATION

POPULATION

POPULATION

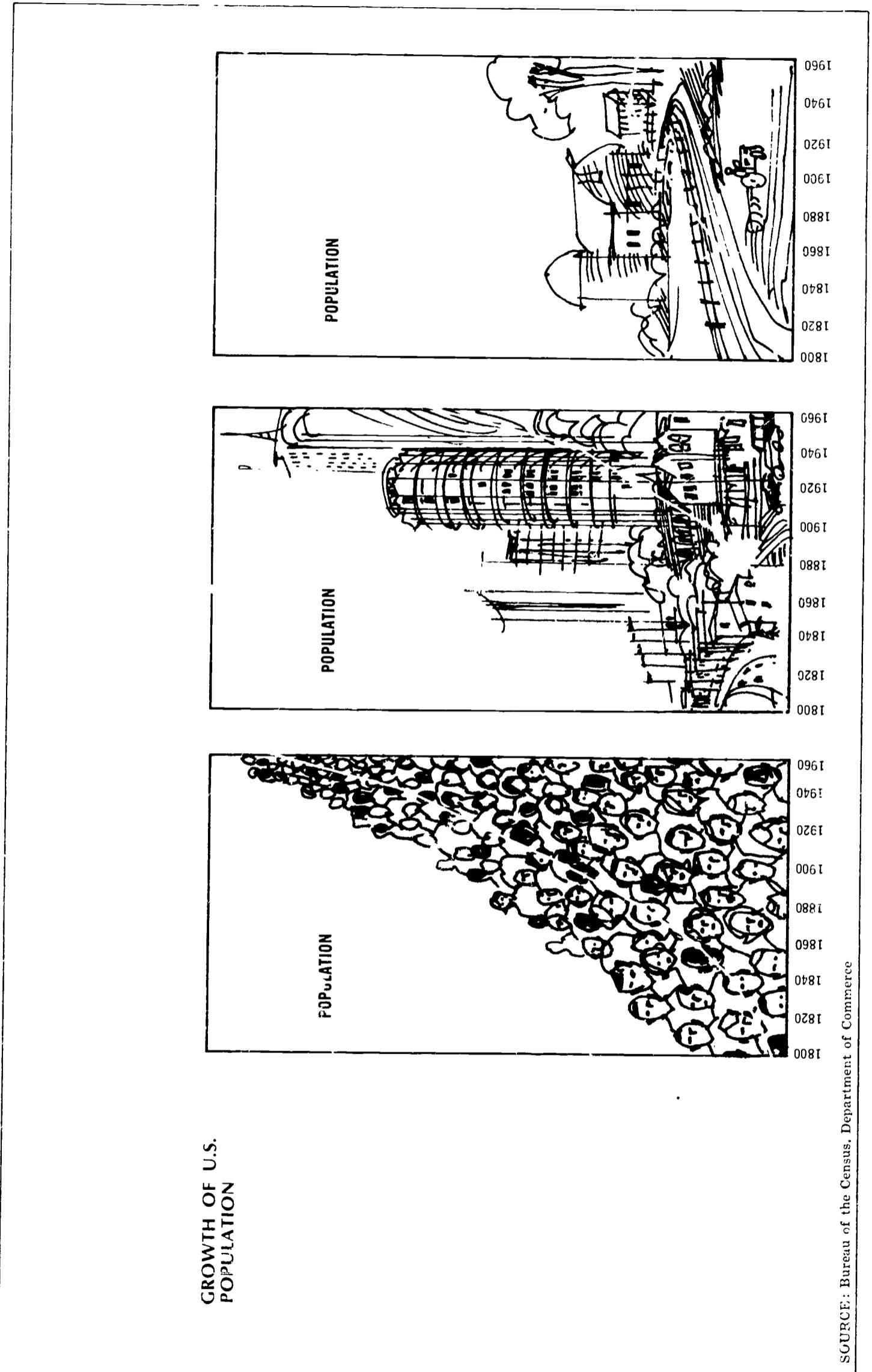
POPULATION

1960  
1940  
1920  
1900  
1880  
1860  
1840  
1820  
1800

1960  
1940  
1920  
1900  
1880  
1860  
1840  
1820  
1800

1960  
1940  
1920  
1900  
1880  
1860  
1840  
1820  
1800

SOURCE: Bureau of the Census, Department of Commerce



WORLD AND REGIONAL POPULATION UNDER 25, 1965

PERCENT

100

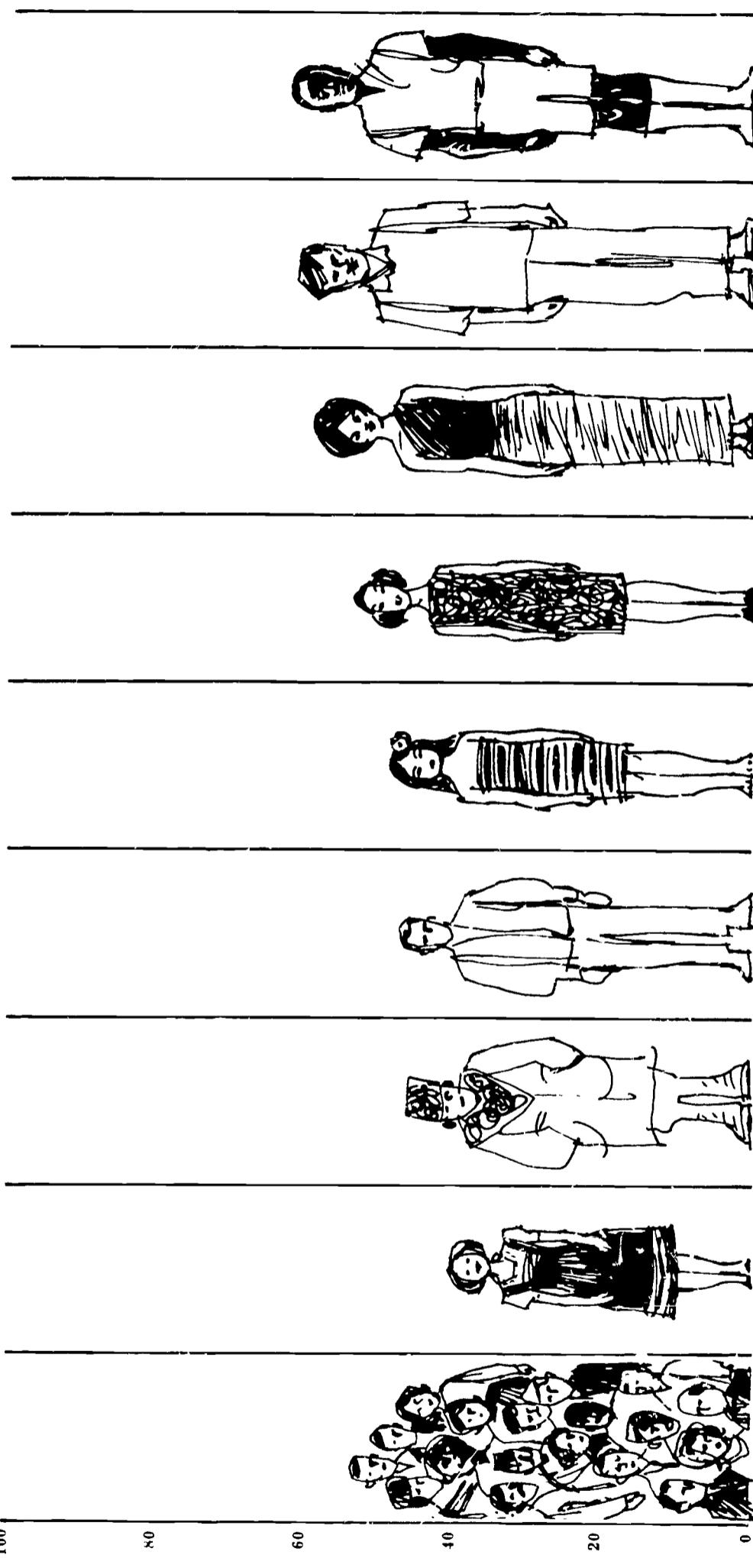
80

60

40

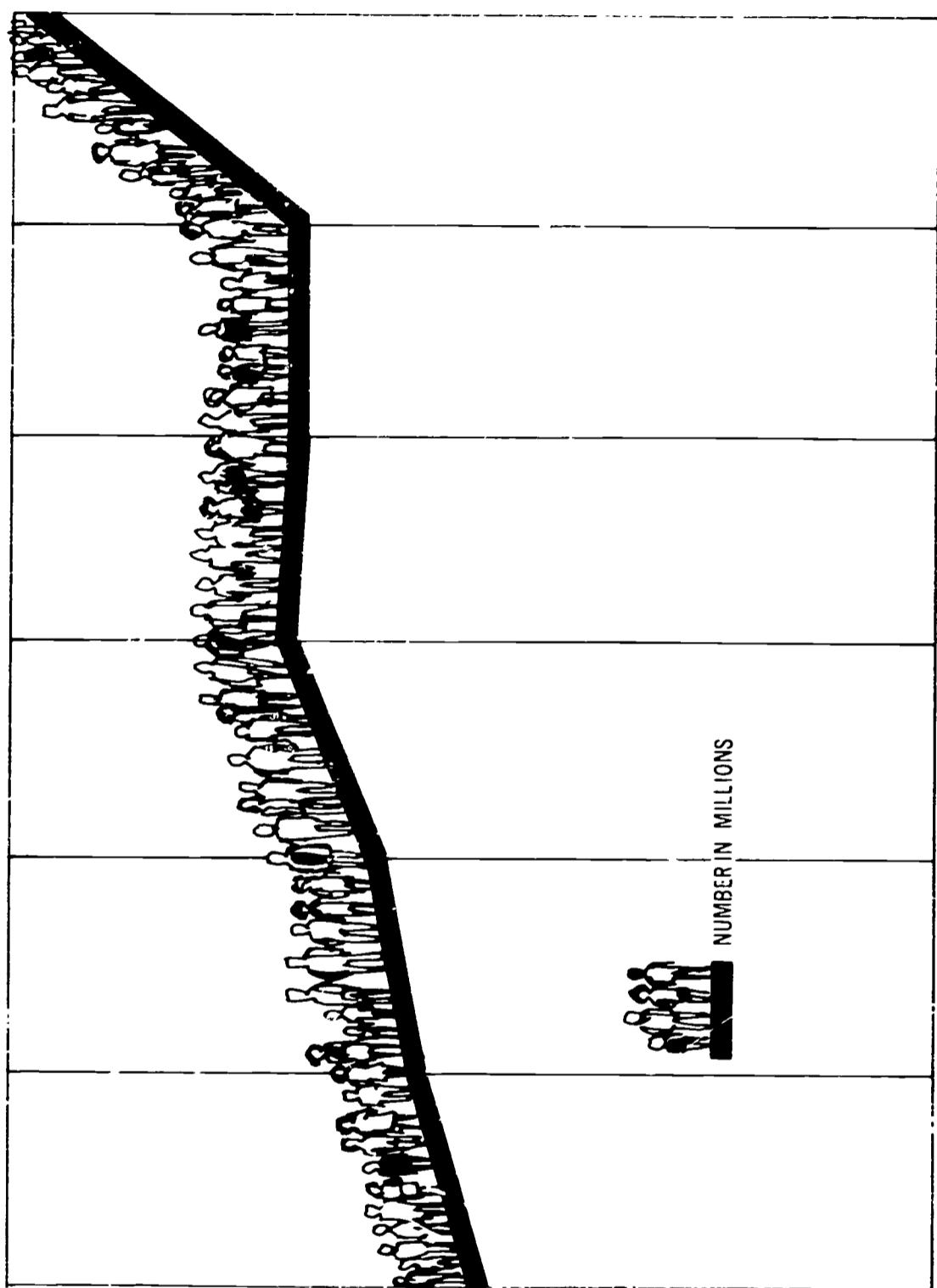
20

0



SOURCE: Department of Economic and Social Affairs, United Nations

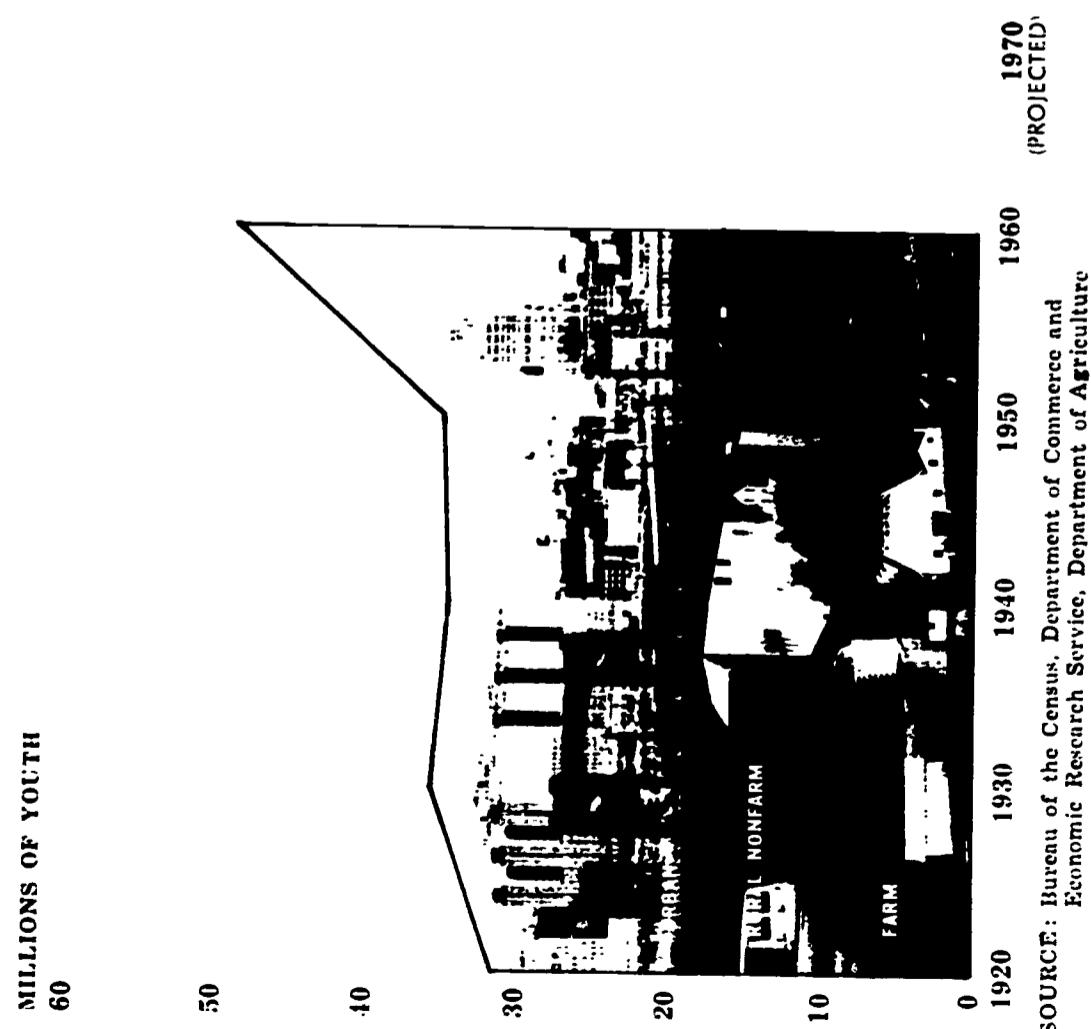
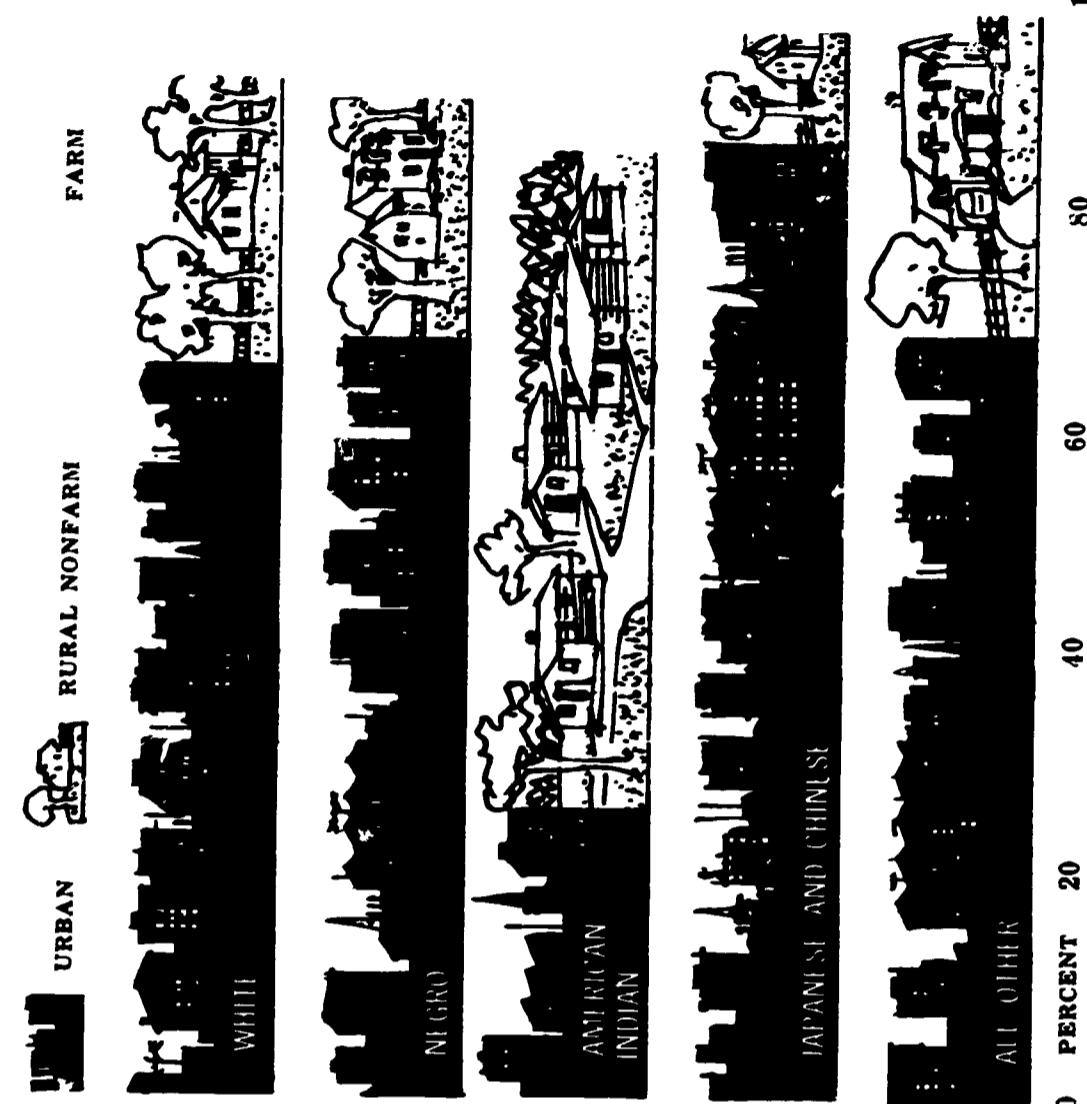
U.S. YOUTH,  
5 TO 19 YEARS OF AGE



SOURCE: Bureau of the Census, Department of Commerce

Ever since 1930, urban youth have outnumbered rural youth, although the total urban population has outnumbered the rural population since 1920. And since 1950, rural youth who don't live on farms have outnumbered those who do. An even larger percentage of the rural youth will be outside the farm population by 1970.

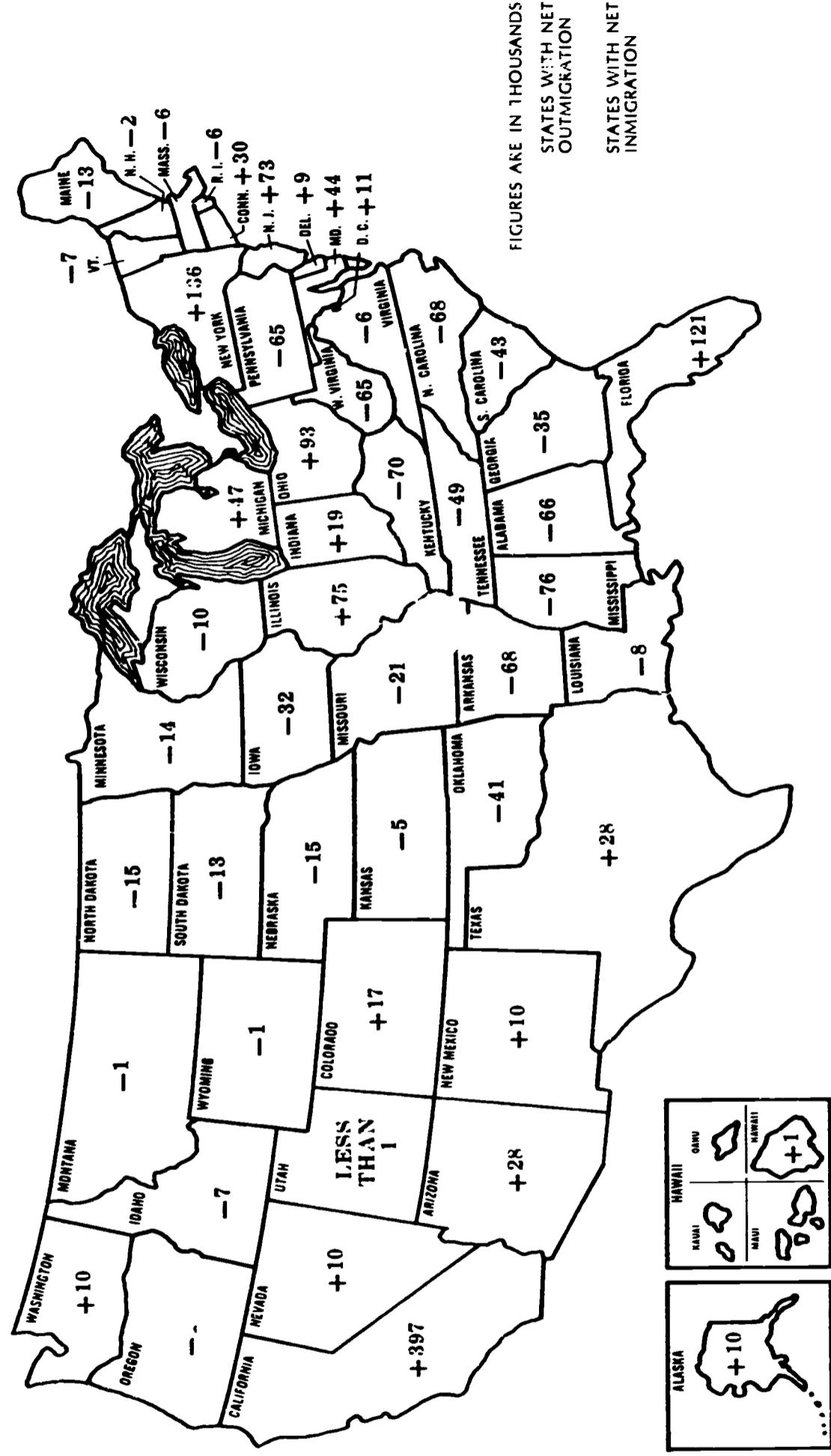
U.S. YOUTH IN 1960: RACE AND RESIDENCE



SOURCE: Bureau of the Census, Department of Commerce and Economic Research Service, Department of Agriculture

SOURCE: Bureau of the Census, Department of Commerce

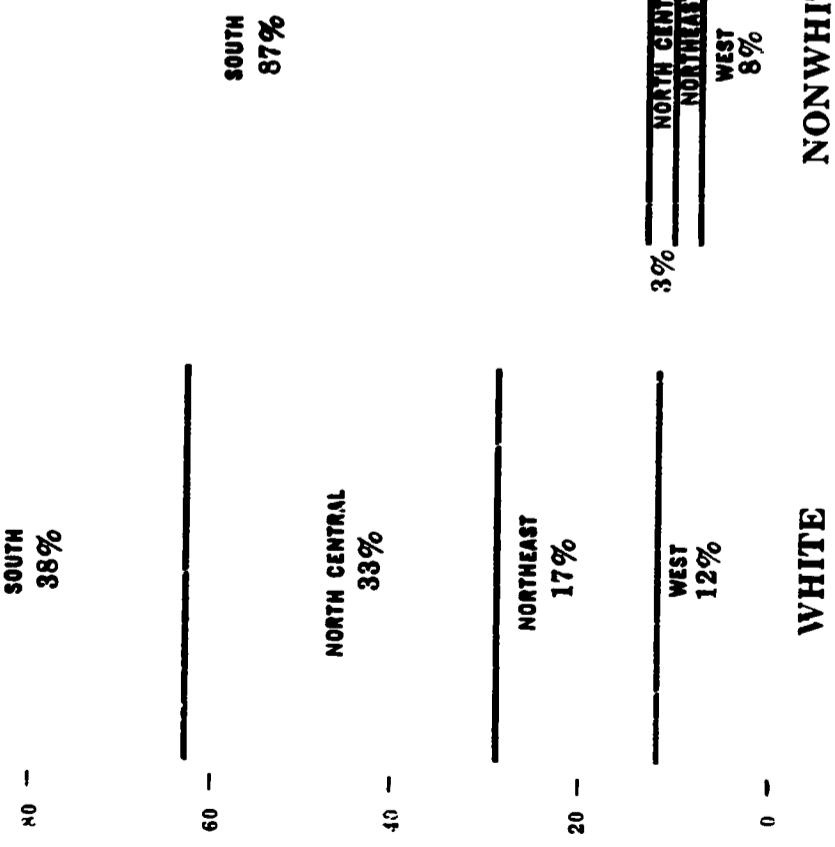
NET MIGRATION DURING 1950-60 OF PERSONS 15-19 YEARS OF AGE IN 1950



**REGIONAL DISTRIBUTION OF RURAL YOUTH,  
5-19, BY COLOR, 1960**

PERCENT

100 —



service

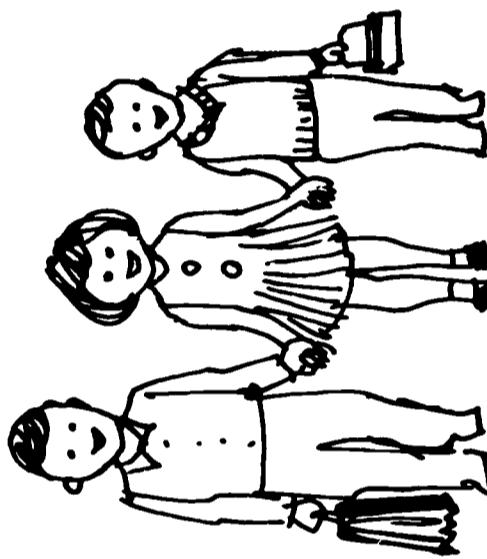


The need for education to prepare for life in the broadest sense and, more specifically, to make a living is expanding at all levels and at an accelerating rate. More young people than ever before are going to school for longer periods. More are graduating from high school. More are going on to college. And more are seeking advanced degrees.

Vocational education is entering new fields and becoming broader in scope. This kind of instruction is needed for many growing occupations and is being offered in an increasing number of institutions and locations in every State. More than 6 million students were enrolled in federally aided vocational classes in 1966. Nearly 45,000 rural residents in 1966 took advantage of institutional and on-the-job training provided in the Manpower Development and Training Act. Rural residents were about 19 percent of the total enrollees. Most were nonfarm men learning skills for nonagricultural jobs. About one-third of the rural trainees were under age 22.

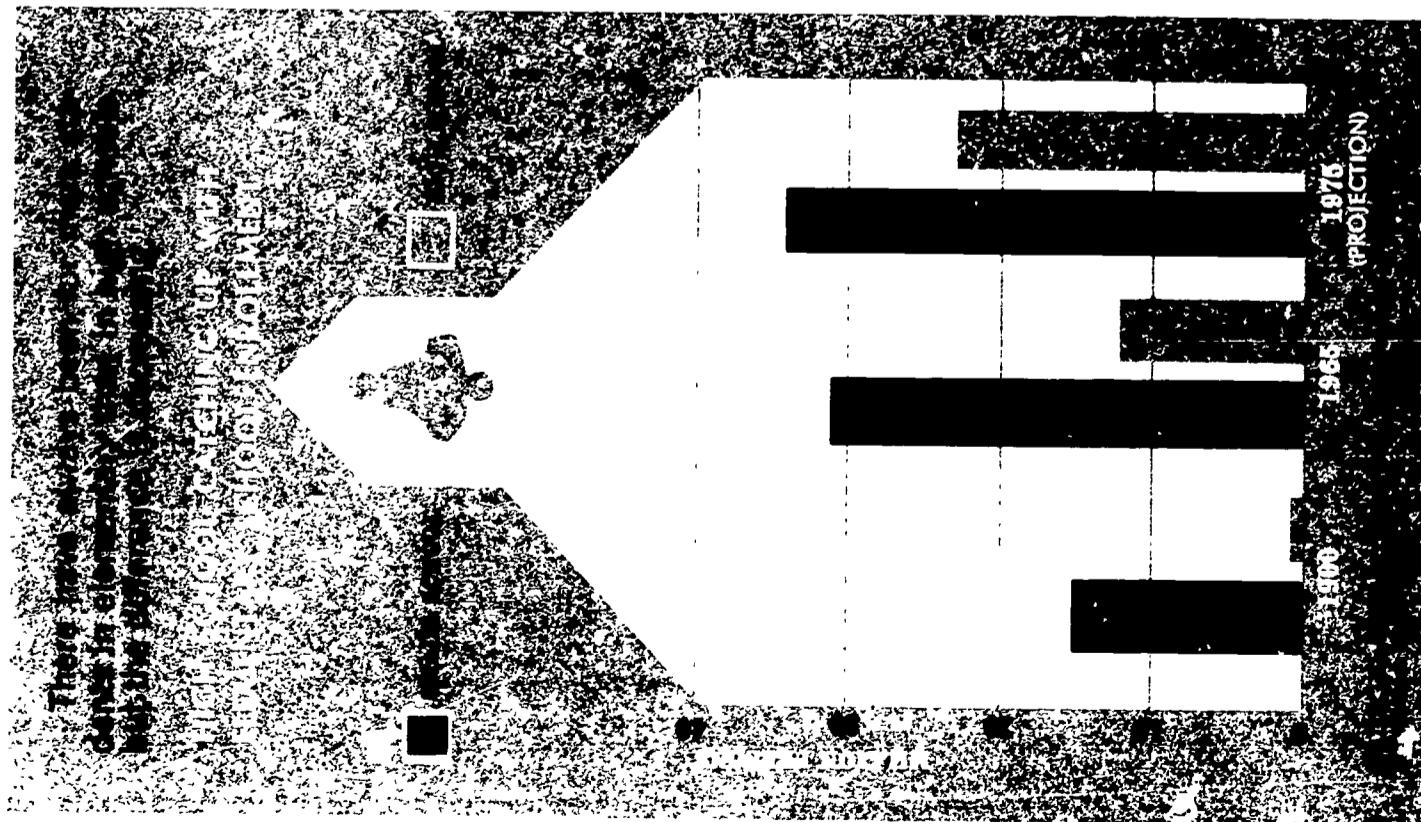
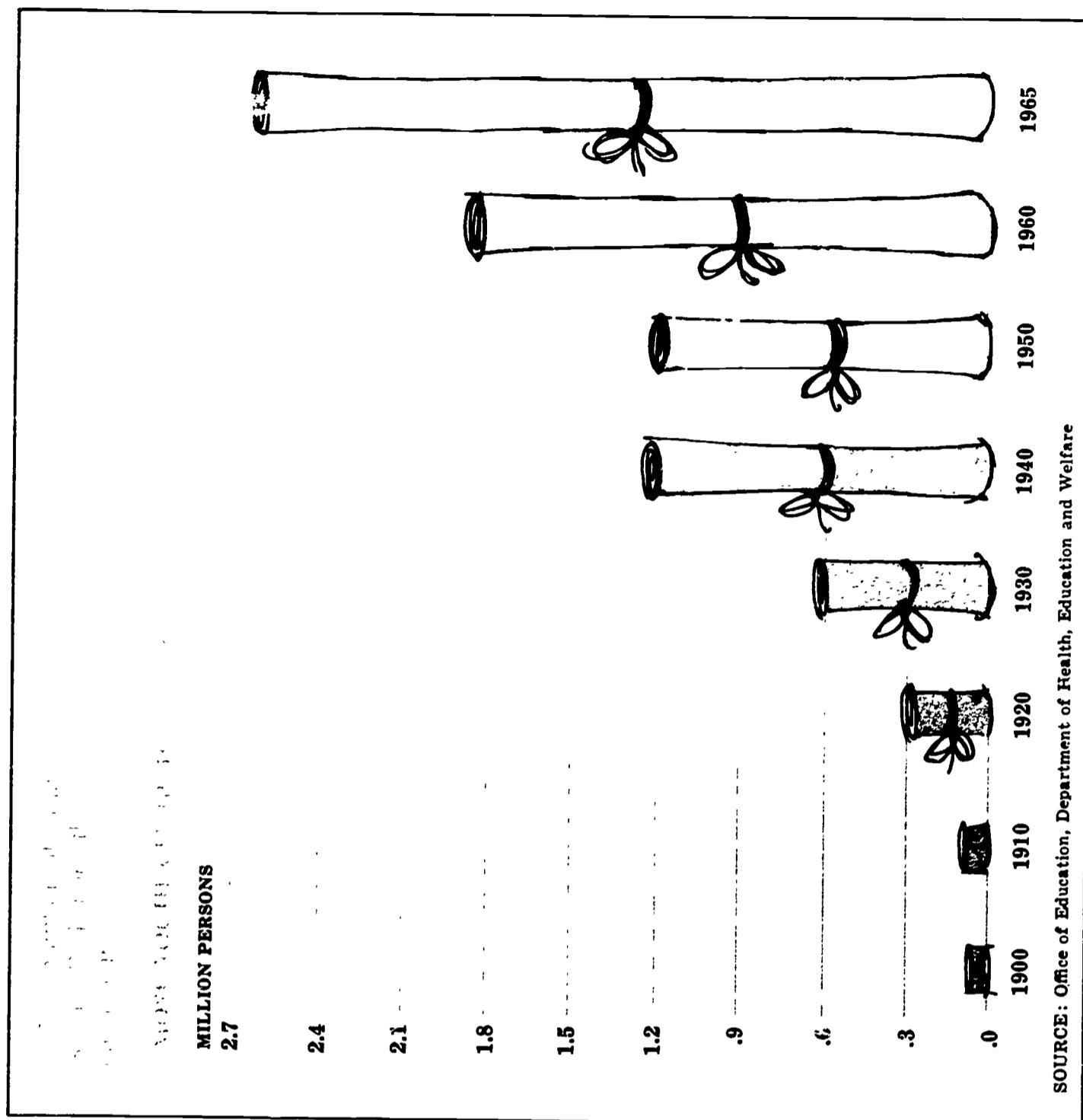
Between 1950 and 1960, both rural and urban students improved their educational performance by completing more years in school and lowering the dropout rate. Rural-urban differences in the quality of education narrowed during the decade by some measures, but rural schools had not yet caught up with urban standards by 1960.

#### ENROLLMENT IN ELEMENTARY AND SECONDARY PUBLIC SCHOOLS

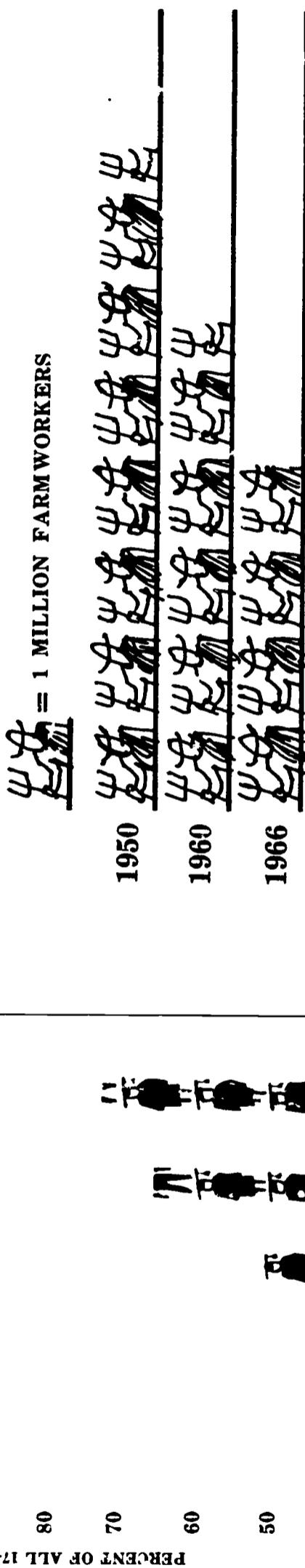


	1900	1910	1920	1930	1940	1950	1960	1965
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SOURCE: Office of Education, Department of Health, Education and Welfare



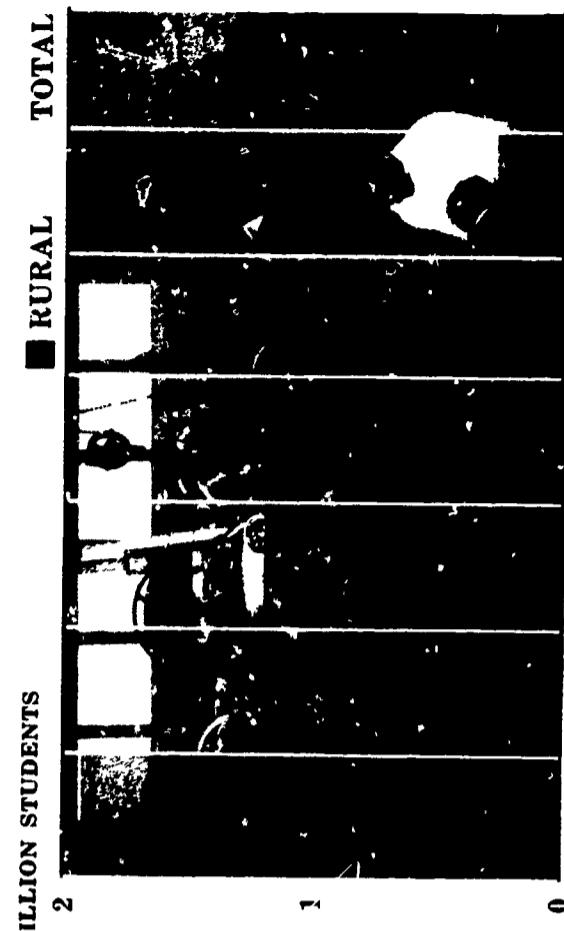
ENROLLMENT IN VOCATIONAL AGRICULTURE RISES  
WHILE NUMBER OF FARMWORKERS SHRINKS



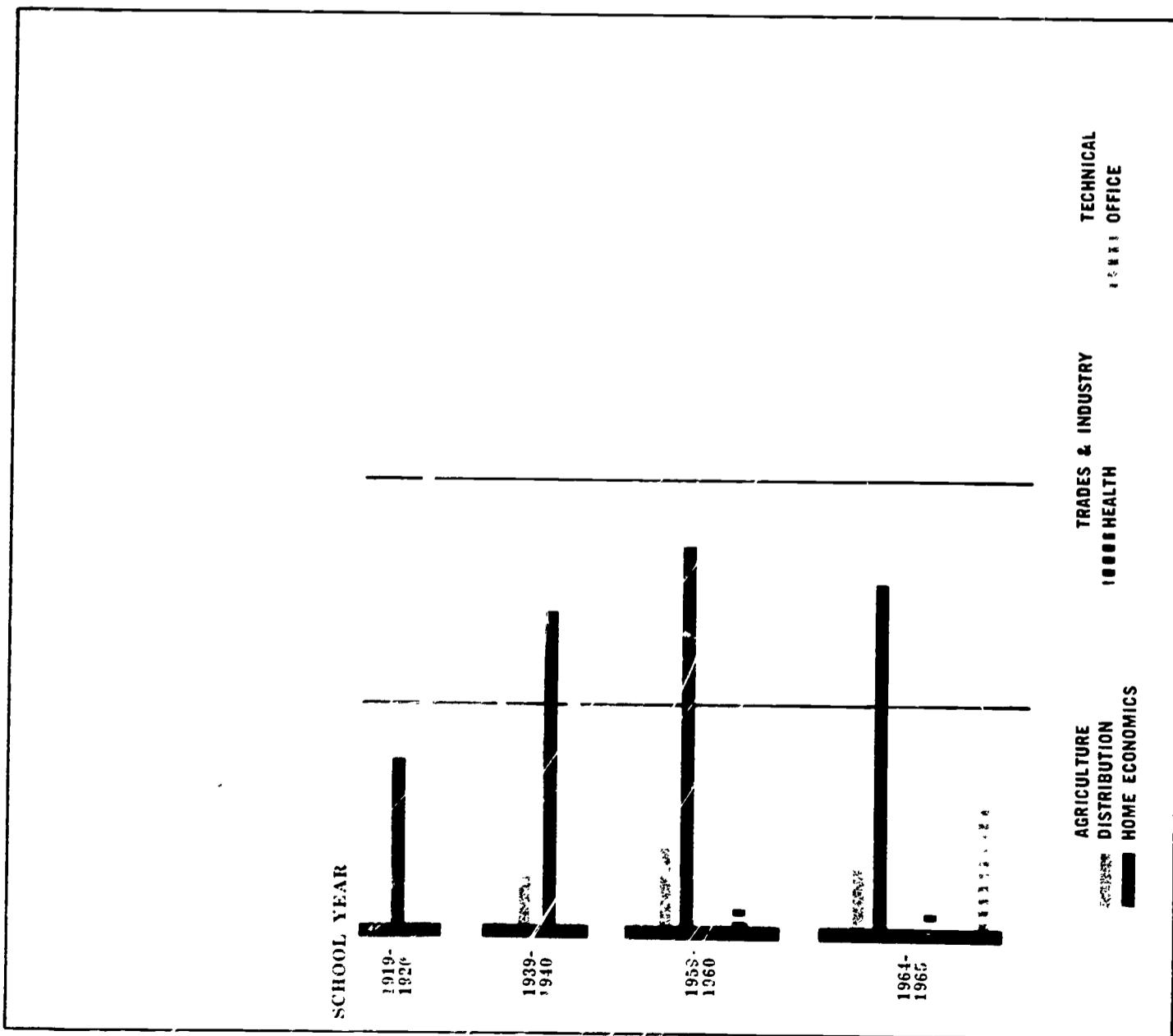
SOURCE: Office of Education, Department of Health,  
Education and Welfare

SOURCE: Manpower Administration, Department of Labor, and Office of  
Education, Department of Health, Education and Welfare

Far and away the most important course in vocational training in 1966—as a percentage both of total and rural enrollment—was home economics. Agriculture had about a third of the enrollment from the rural youth segment. Under the Vocational Education Act of 1963, training in both agriculture and home economics has been broadened. Funds for these programs may be used to prepare students for gainful employment in occupations requiring knowledge and skills in these subjects. Growing job opportunities in agriculture, food services, farm machinery, child care and other occupations related to farming and home economics provide outlets for students with this basic preparation.



SOURCE: Office of Education, Department of Health, Education and Welfare



**TOTAL ENROLLMENT IN VOCATIONAL EDUCATION COURSES, 1966**

STATE	AGRICULTURE	HOME ECONOMICS	OFFICE	TRADES & INDUSTRY
	AGRICULTURE	HOME ECONOMICS	OFFICE	TRADES & INDUSTRY
ALABAMA				124,090
ALASKA				6,442
ARIZONA				45,116
ARKANSAS				92,724
CALIFORNIA				748,009
COLORADO				73,119
CONNECTICUT				54,246
DELAWARE				13,222
FLORIDA				272,844
GEORGIA				192,715
HAWAII				16,525
IDAHO				21,761
ILLINOIS				153,392
INDIANA				78,515
IOWA				77,741
KANSAS				52,971
KENTUCKY				42,365
LOUISIANA				110,117
MAINE				10,107
MARYLAND				134,023
MASSACHUSETTS				143,147
MICHIGAN				265,332
MINNESOTA				128,367
MISSISSIPPI				94,990
MISSOURI				94,261
MONTANA				14,390
NEBRASKA				50,358
NEVADA				14,935
NEW HAMPSHIRE				8,709
NEW JERSEY				80,936
NEW MEXICO				20,667
NEW YORK				496,434
NORTH CAROLINA				234,013
NORTH DAKOTA				21,389
OHIO				208,195
OKLAHOMA				78,621
OREGON				50,098
PENNSYLVANIA				197,018
RHODE ISLAND				8,041
SOUTH CAROLINA				127,004
SOUTH DAKOTA				16,696
TENNESSEE				118,424
TEXAS				503,531
UTAH				50,285
VERMONT				15,177
VIRGINIA				157,324
WASHINGTON				163,765
WEST VIRGINIA				49,309
WISCONSIN				177,687
WYOMING				8,100

SOURCE: Office of Education, Department of Health, Education and Welfare

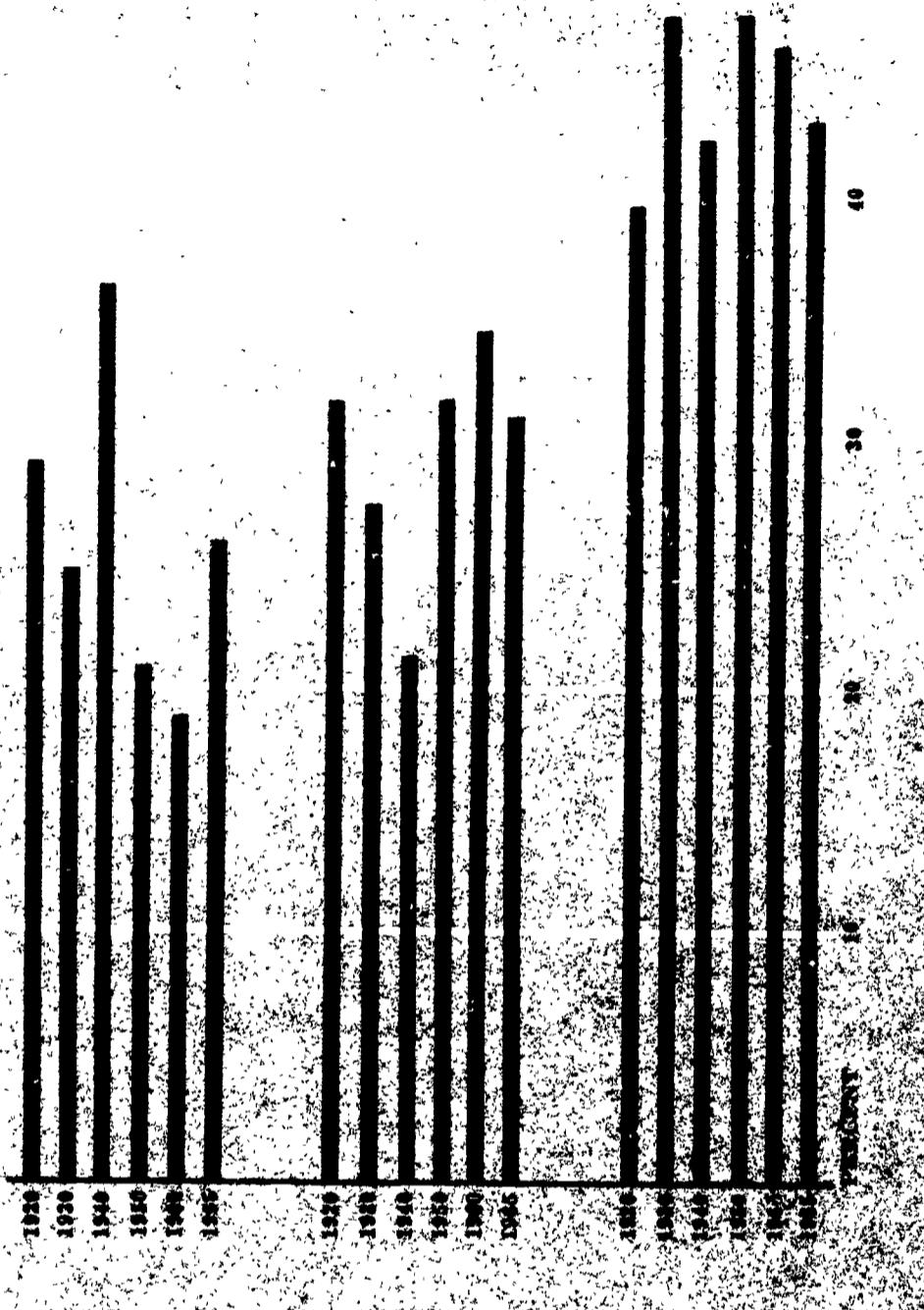
It is hard for a child who can read to imagine what it means to be an adult who can't. He can't follow instructions for handling machinery. He can't take a telephone message, add up a grocery bill or sign a personal check. And he is incapable of absorbing training that requires a text book.

There are 2.7 million such adults in the U.S. today—people without any schooling at all—and another 23 million who never finished grade school.

Add to this the fact that jobs for manual workers are drying up and it is easy to see why the rate of unemployment in the city among illiterate adults runs to 50 percent. Among the semi-literate, it is 25 percent. The national average is less than 5 percent.

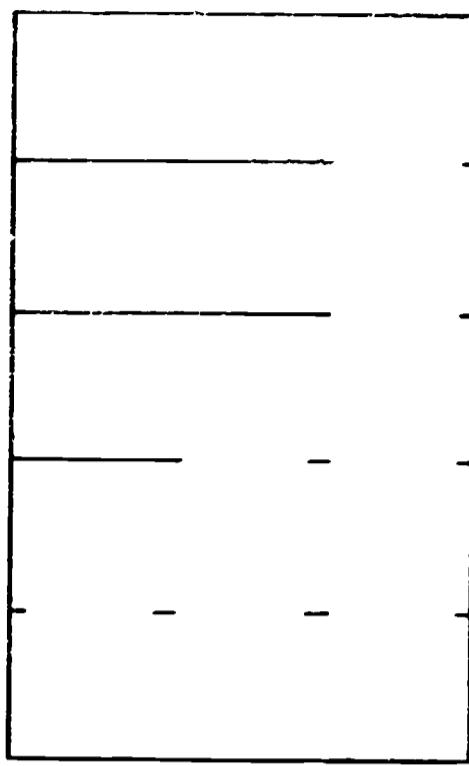
In a recent study, nearly two-thirds of the people on the Chicago welfare roles were found to have less than a sixth grade education. In New York this figure is one-half while in Arkansas 89 percent of all persons on welfare showed less than a fourth grade education.

FEDERAL, STATE AND LOCAL SHARES OF EXPENDITURES FOR VOCATIONAL EDUCATION

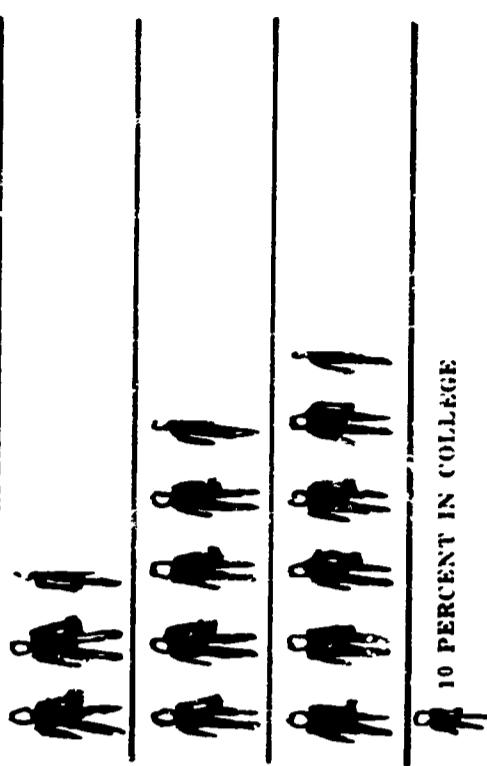




**COLLEGE ENROLLMENT**



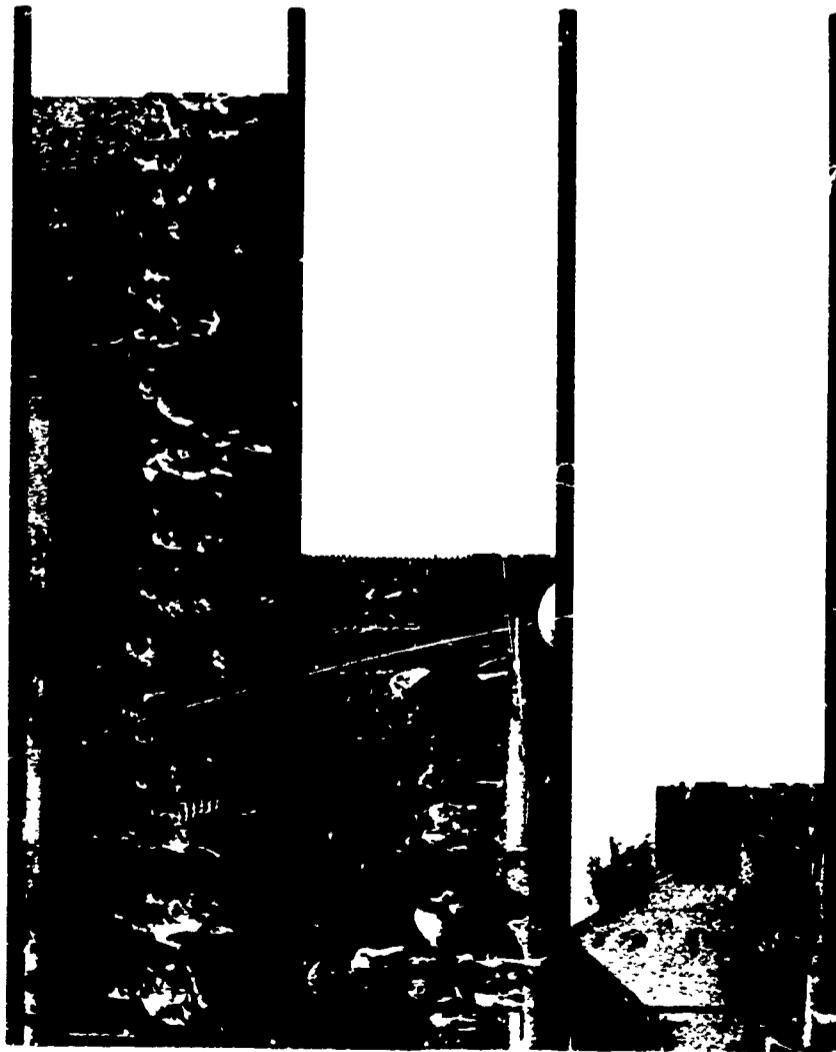
**COLLEGE STUDENTS GROWING PROPORTION  
OF ALL 18 - 21-YEAR OLDS**



**10 PERCENT IN COLLEGE**

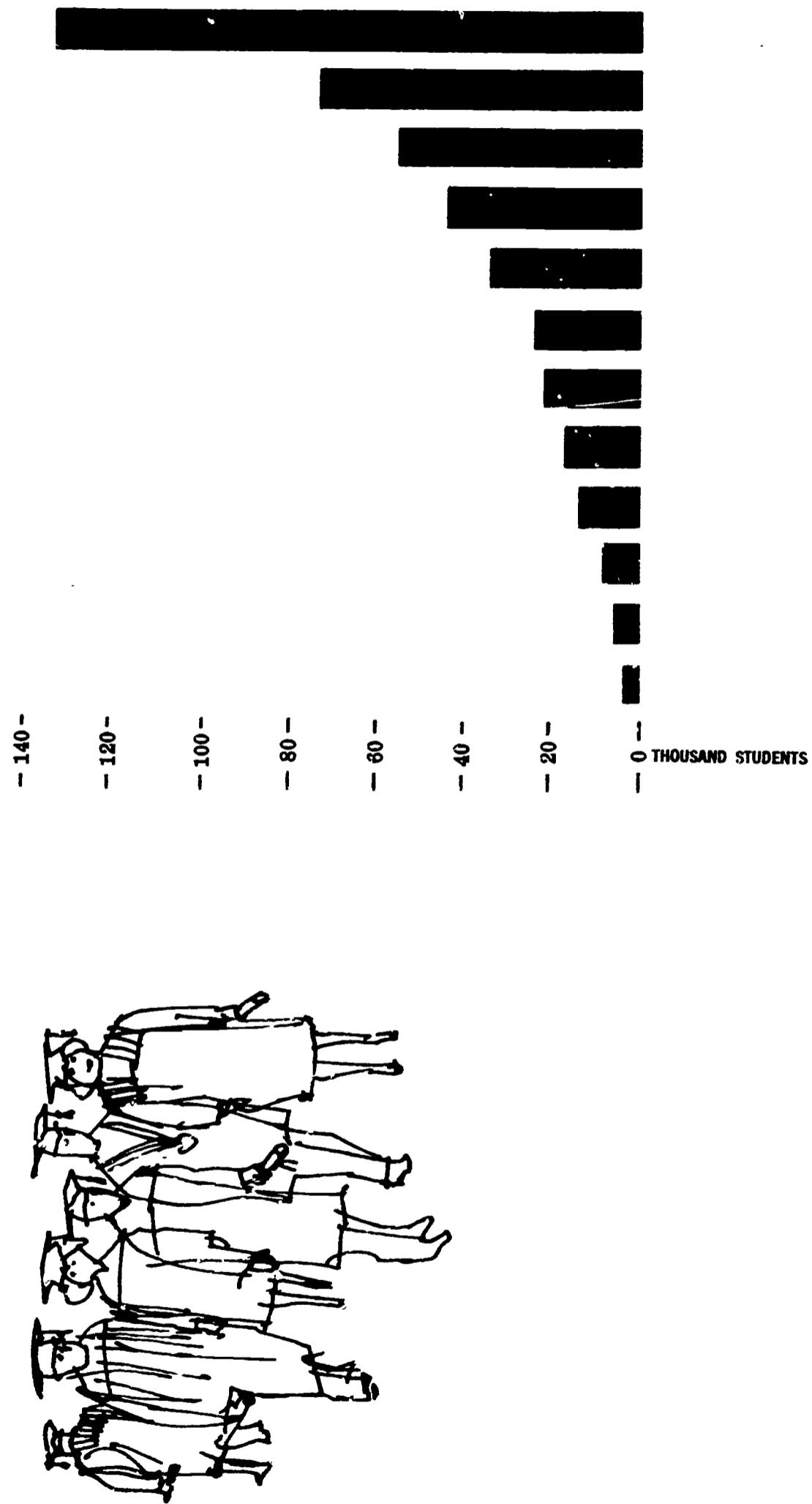
SOURCE: Office of Education, Department of Health, Education and Welfare

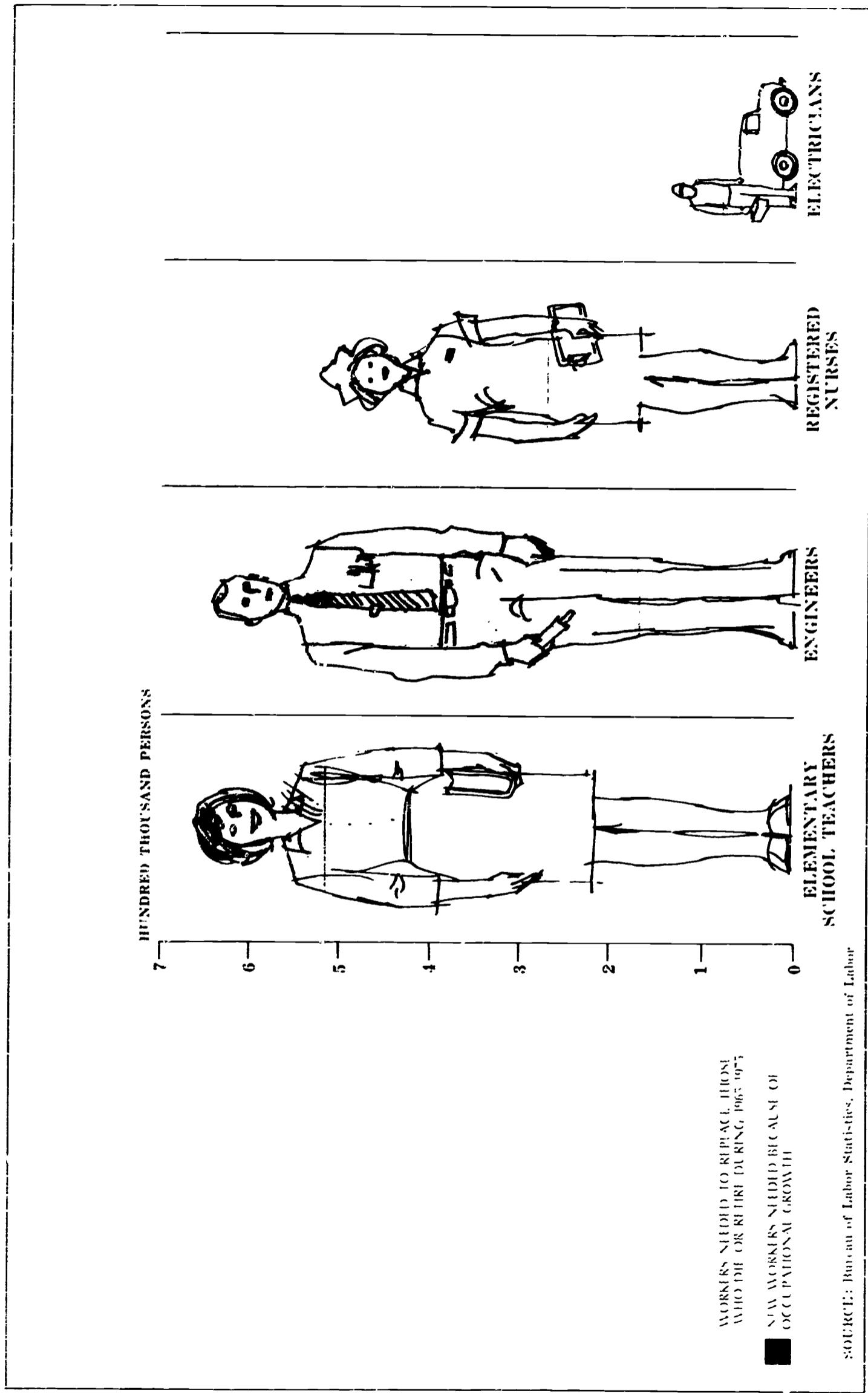
**LOCAL SCHOOL DISTRICTS IN THE UNITED STATES**



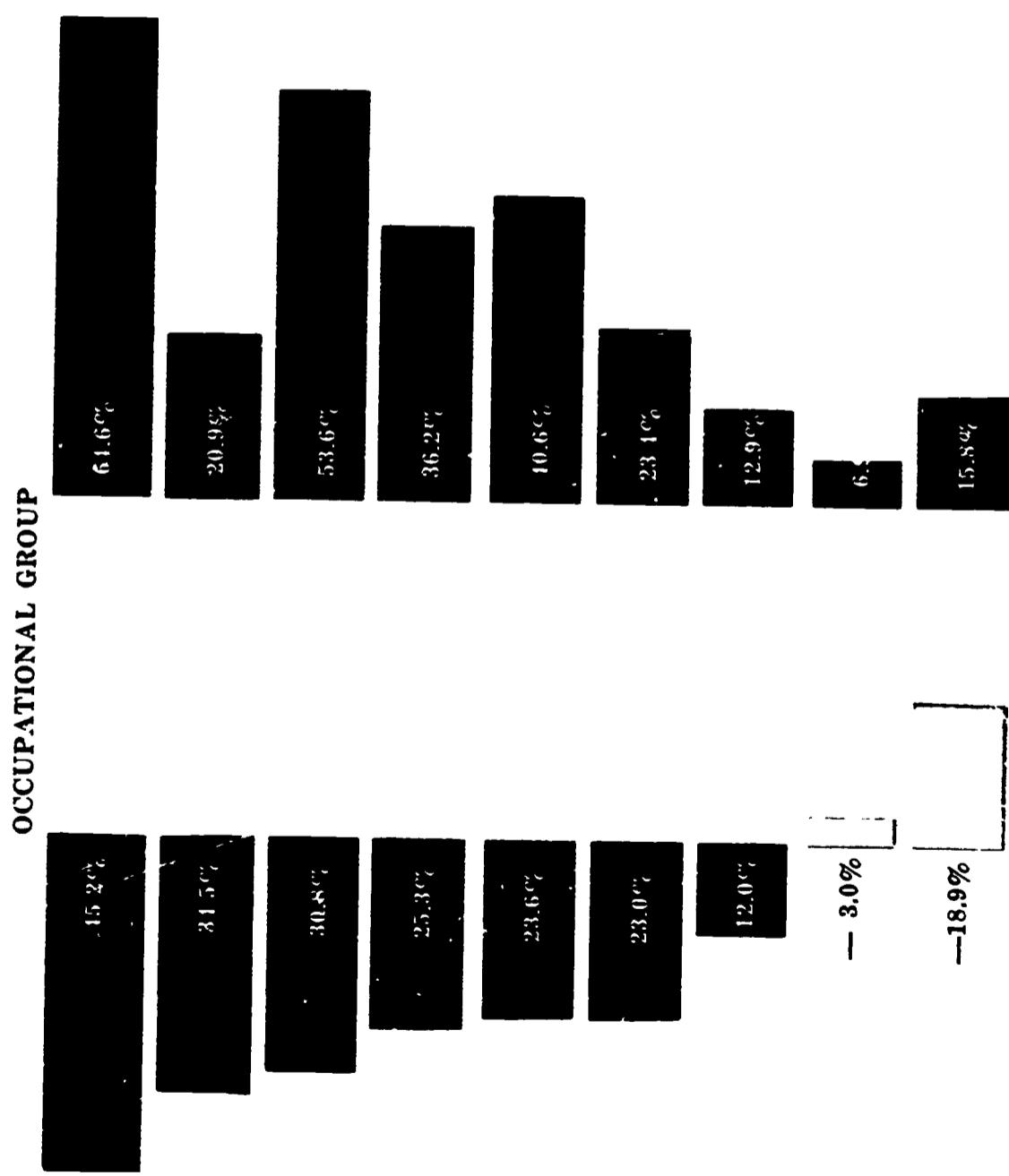
**THOUSANDS**      20      40      60      80      100

SOURCE: Office of Education, Department of Health, Education and Welfare



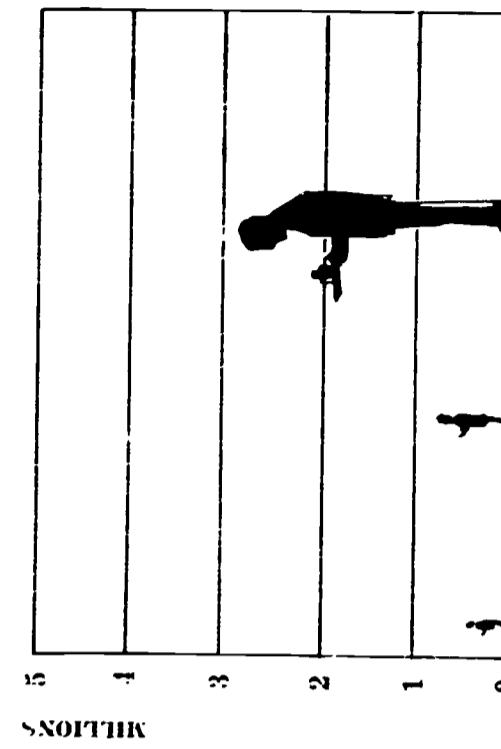


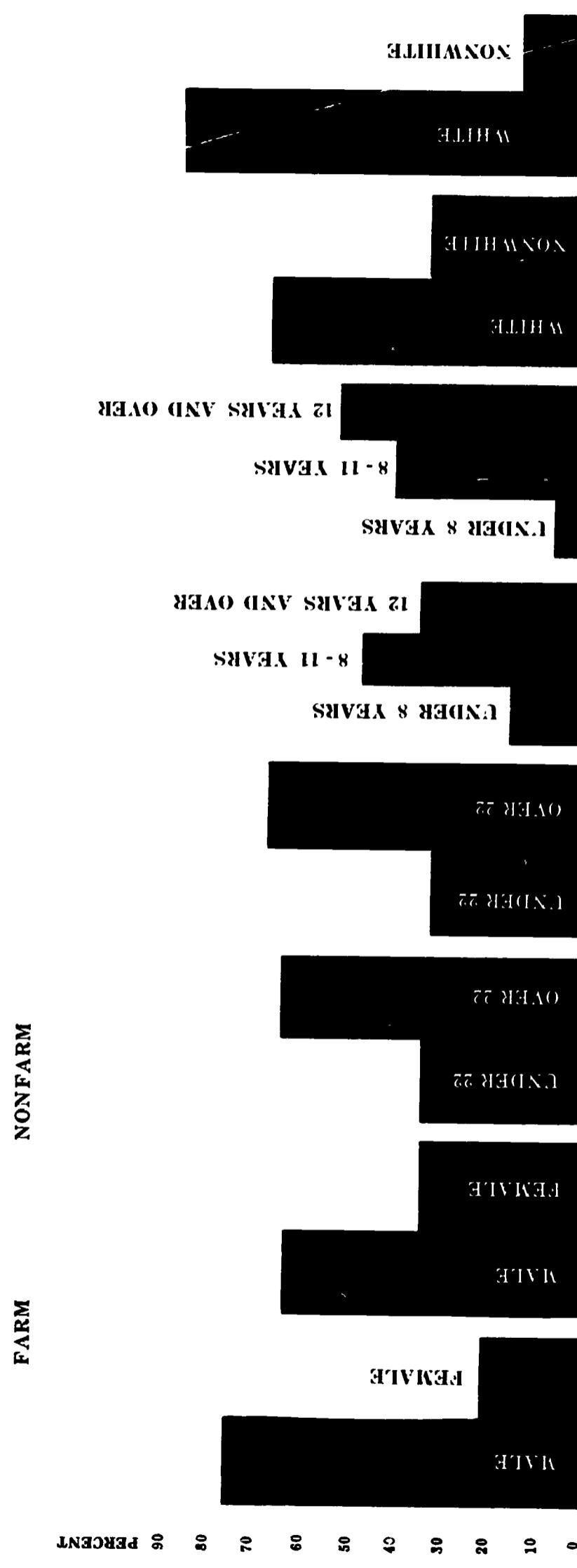
**FORMAL TRAINING IS NEEDED FOR MOST RAPIDLY GROWING KINDS OF WORK**



\*INCLUDES ONLY WORKERS HAVING SOME COLLEGE TRAINING BUT LESS THAN 3 YEARS

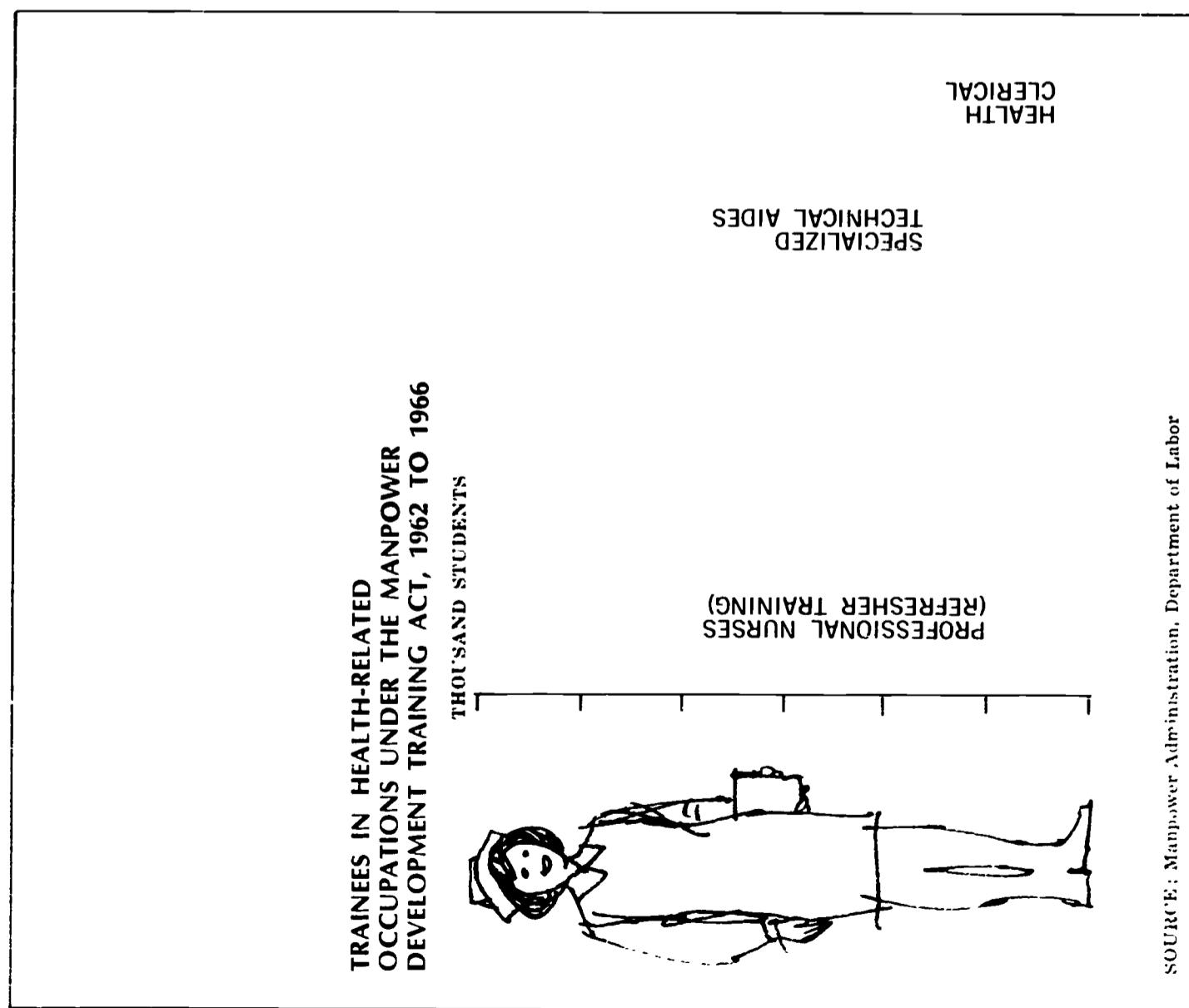
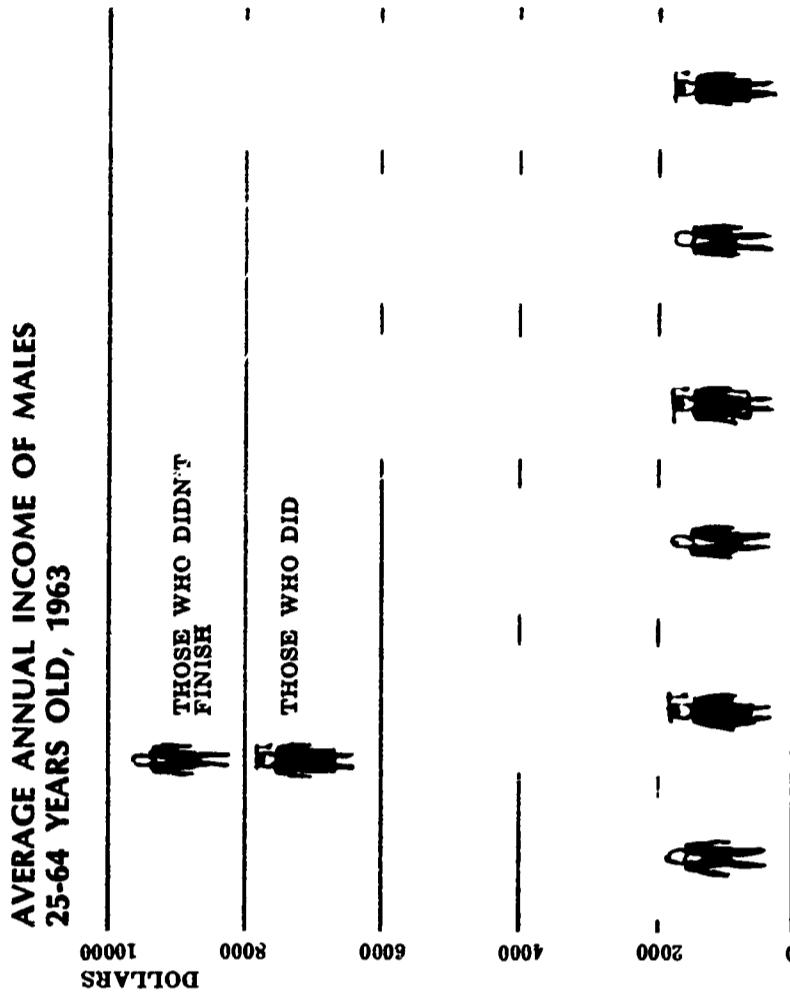
1966-1975  
PHYSICIANS NURSES OTHER HEALTH PERSONNEL





**GRADES 1 - 8 GRADES 9 - 12 COLLEGE 1 - 4**

SOURCE: Bureau of the Census, Department of Commerce

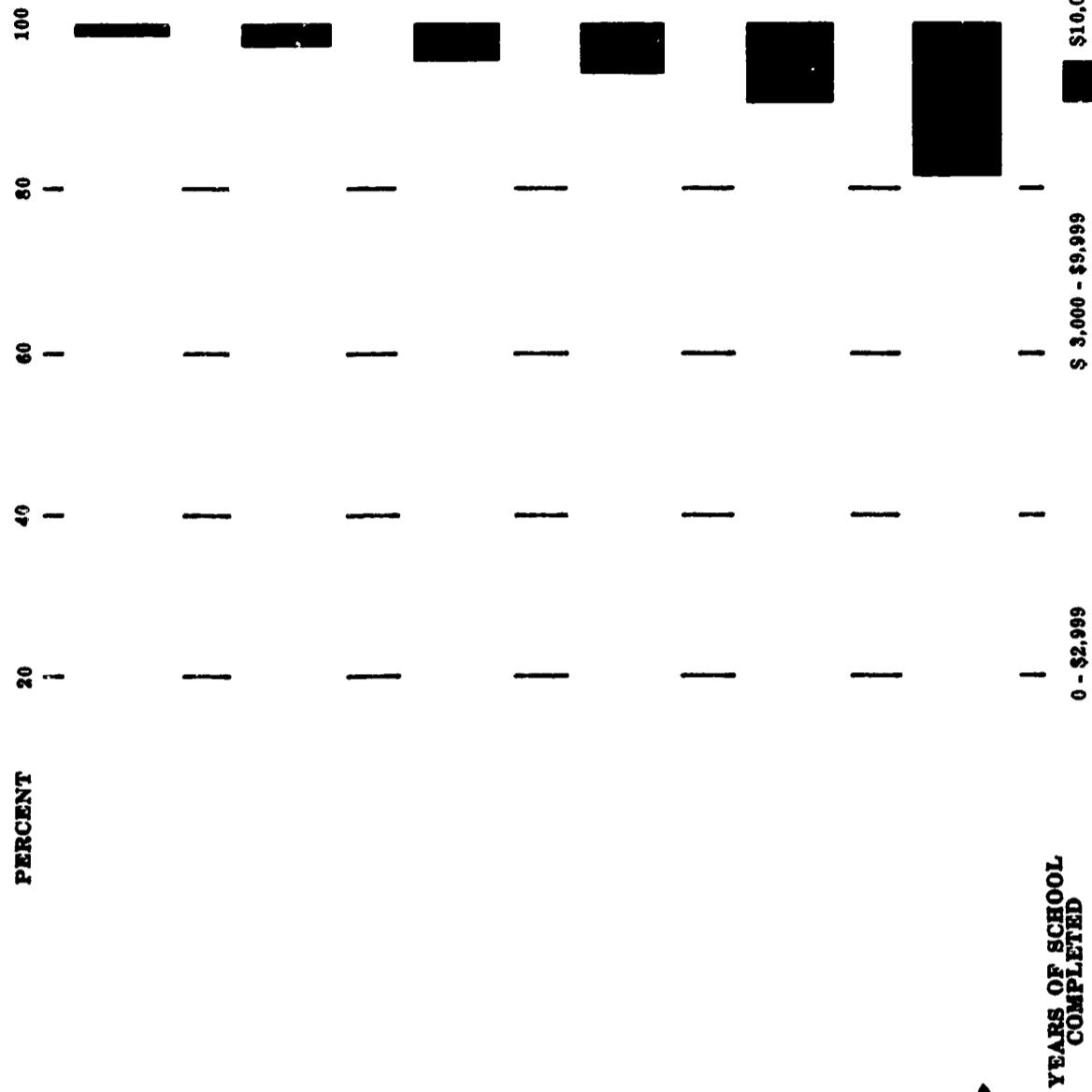


High school may look pretty grim to a restless boy faced with homework and family curfews every night, but how does it look to that same boy 10 years later? The question, "If you could start life over, what would you do differently?" was asked recently of 307 young men. They had all been in the eighth grade together in rural eastern Kentucky about 10 years earlier.

About half had left their rural homes for cities in Kentucky or southern Ohio. The rest stayed in the country. In the urban group, 65 of the young men had finished high school and 85 hadn't. In the rural group, 74 had finished high school and 83 had quit.

Possible answers to what they would do differently were: (a) nothing; (b) get more education; (c) study harder in school; (d) learn a trade; (e) save money; (f) postpone marriage; and (g) other. Eighty-one percent of the rural dropouts and 80 percent of the urban dropouts said they'd get more education if they could start over again.

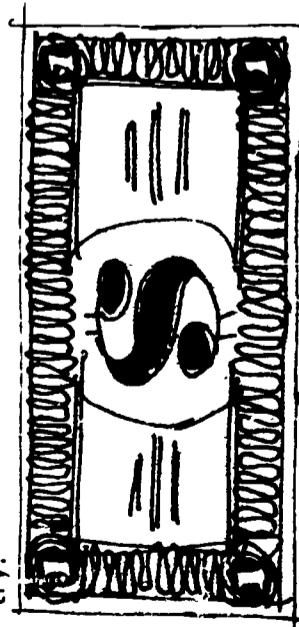
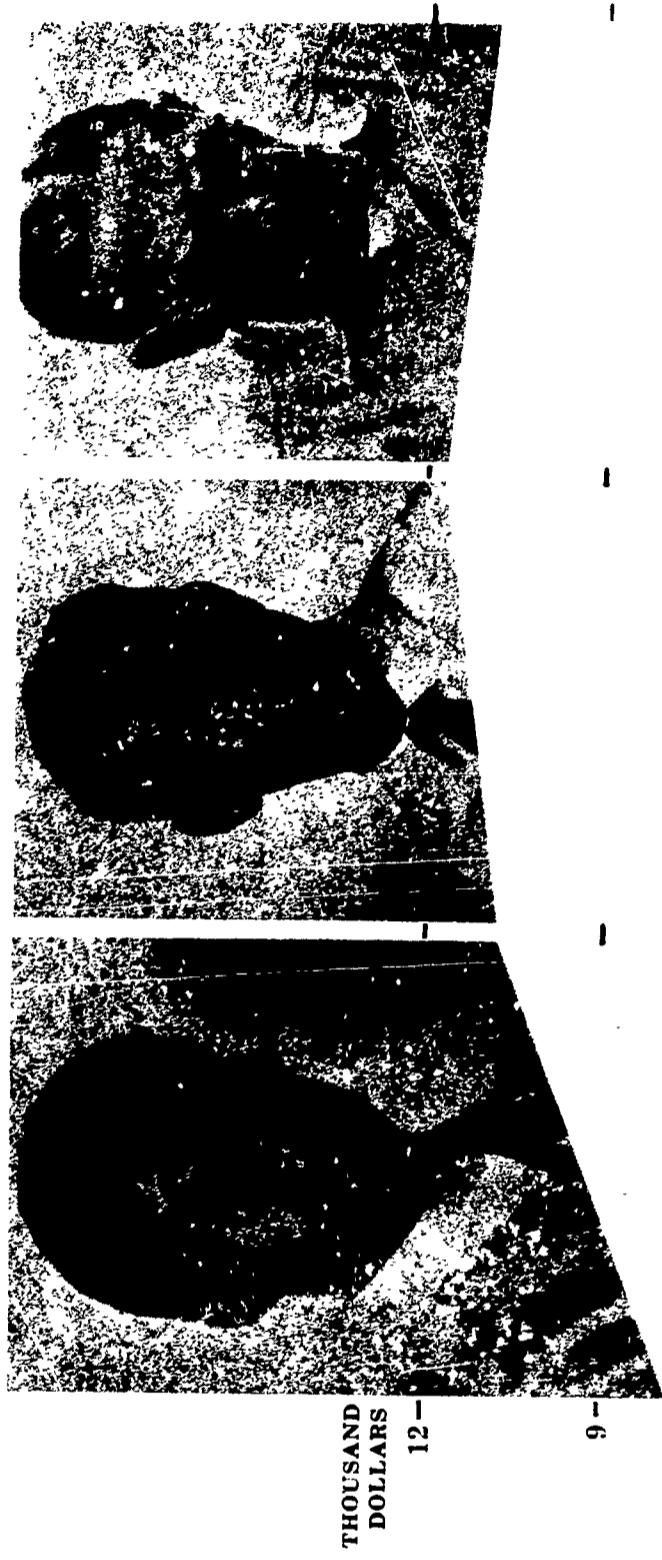
Even among the high school graduates, 35 percent of the rural group and 46 percent of the urbanites said they'd get more education.



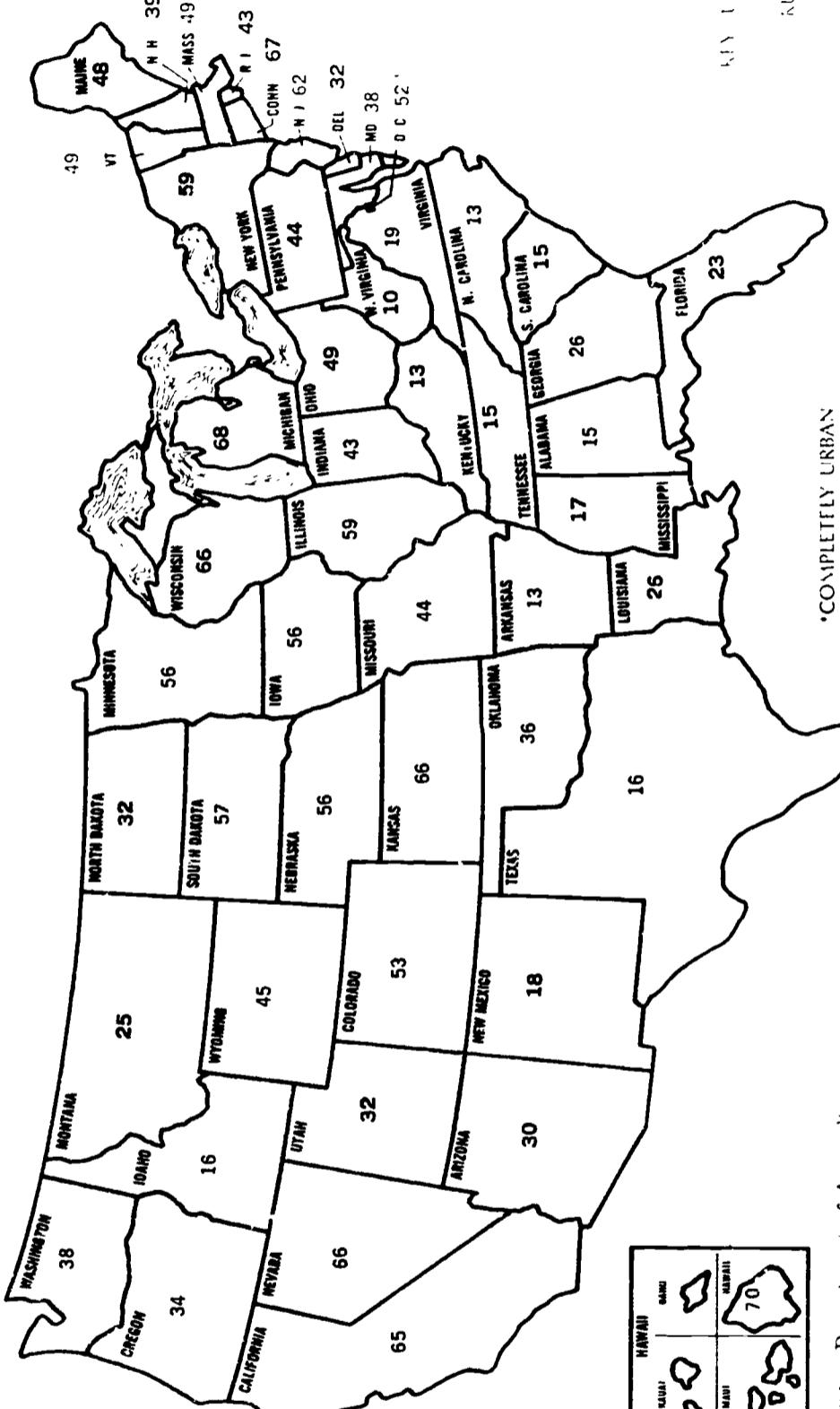
SOURCE: Bureau of the Census, Department of Commerce

Not only are the gains consistent, but they are lasting. By any measure of earning power—monthly, yearly or a lifetime—education markedly affects the legitimate expectations of a greater financial reward for a job well done. The rule holds true on the farm as well as in industry.

MEDIAN INCOME IN 1964 FOR MALES,  
BY EDUCATION AND AGE



SOURCE: Bureau of the Census, Department of Commerce



\*COMPLETELY URBAN

SOURCE: Economic Research Service, Department of Agriculture

A lack of preschool training, according to many educators, seriously handicaps children in their progress through school. The progress is difficult to measure. It is influenced by the individual, his family, the school and the community.

The rate of retardation in school was higher among rural than urban youth in 1950 as well as in 1960. But the difference between the urban and rural 8- to 17-year-olds narrowed during the decade. About 19 percent of rural youth of high school age had fallen behind at least 1 year, compared with about 12 percent of the urban youth.

By far the worst problem of retardation in school was among rural nonwhite boys in the South. About half of them were below the normal grade by the time they were 16 or 17 years old. When they fell behind, more often than not it was by 2 years or more.

Also, the proportion of students retarded dropped both for the rural and urban areas in the 10-year span. Improvement was particularly marked for the farm children.

Scholastic acceleration was higher among urban than rural students in 1950 and 1960. But the percentage went up during the decade only in the youngest age group in urban areas.



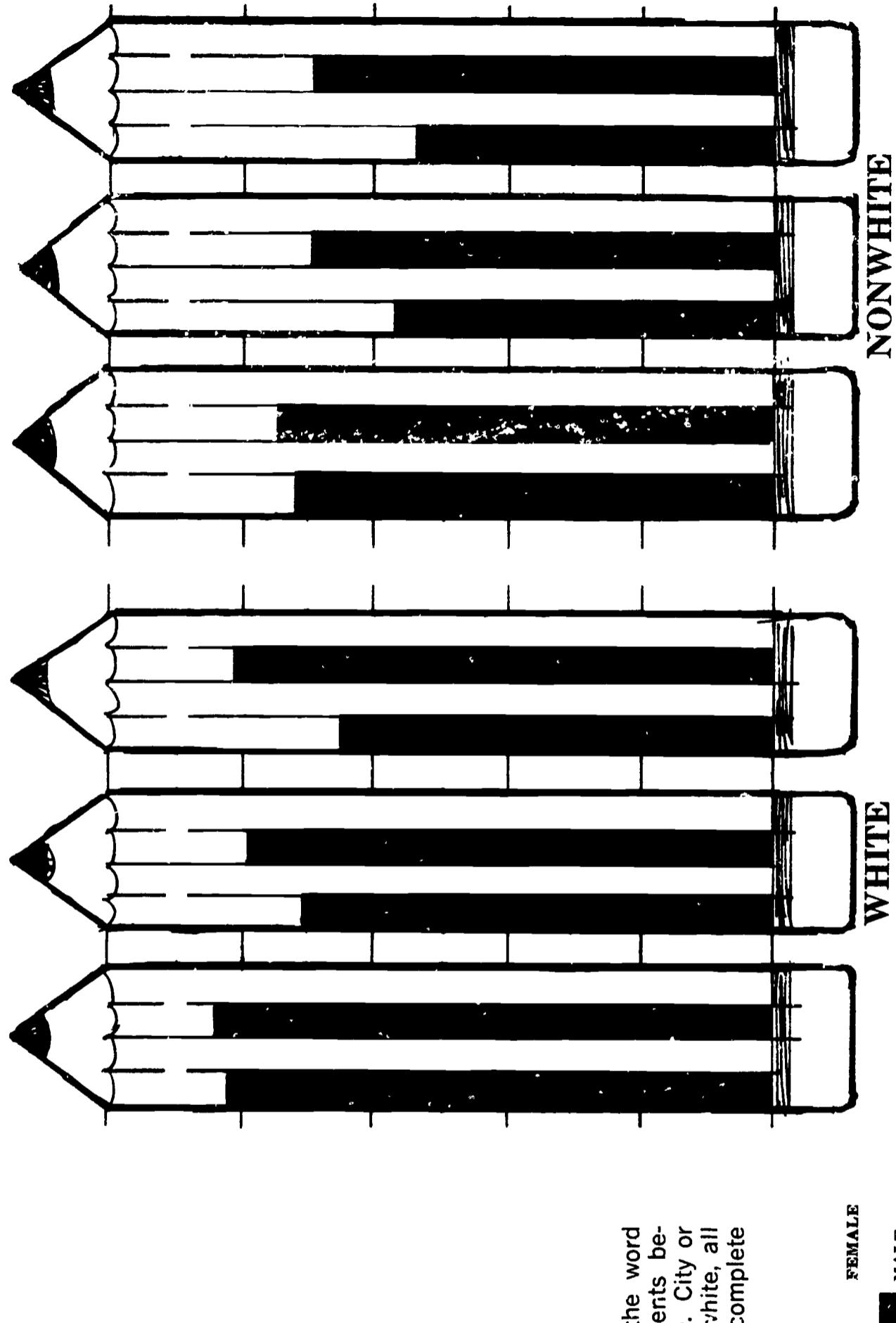
PERCENTAGE  
OF  
STUDENTS  
RETARDED  
IN  
SCHOOL

	1950	1960	1950	1960	1950	1960
8 TO 13-YEAR-OLDS	26.5	11.2	21.3	11.0	13.6	6.9
14 TO 15-YEAR-OLDS	37.5	17.9	32.7	19.8	22.0	12.1
16 TO 17-YEAR-OLDS	34.3	17.4	29.9	19.4	21.5	13.1



PERCENTAGE  
OF  
STUDENTS  
ACCELERATED  
IN  
SCHOOL

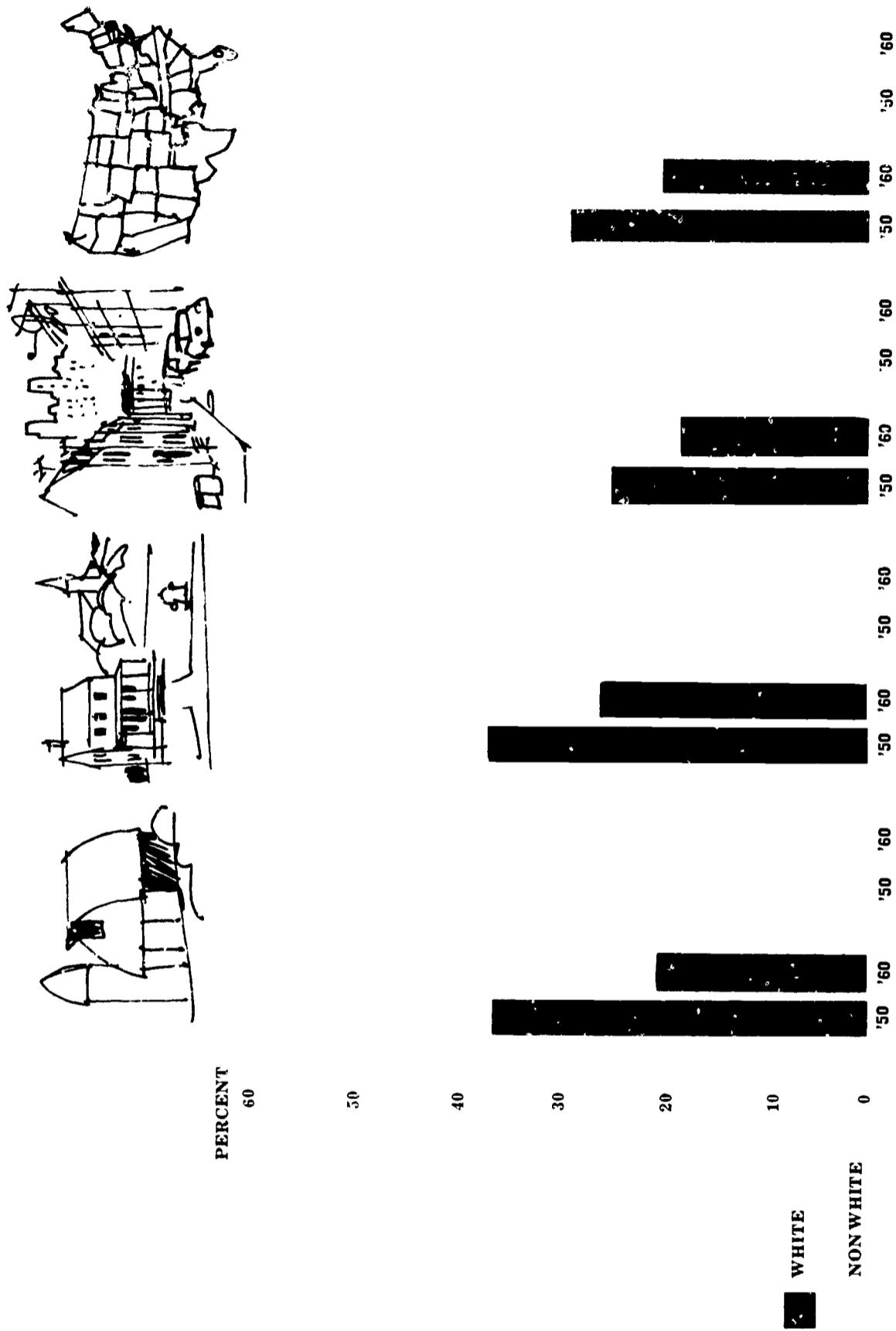
SOURCE: Economic Research Service, Department of Agriculture



Improvement was the word for the Nation's students between 1950 and 1960. City or country, white or nonwhite, all groups managed to complete more years of school.

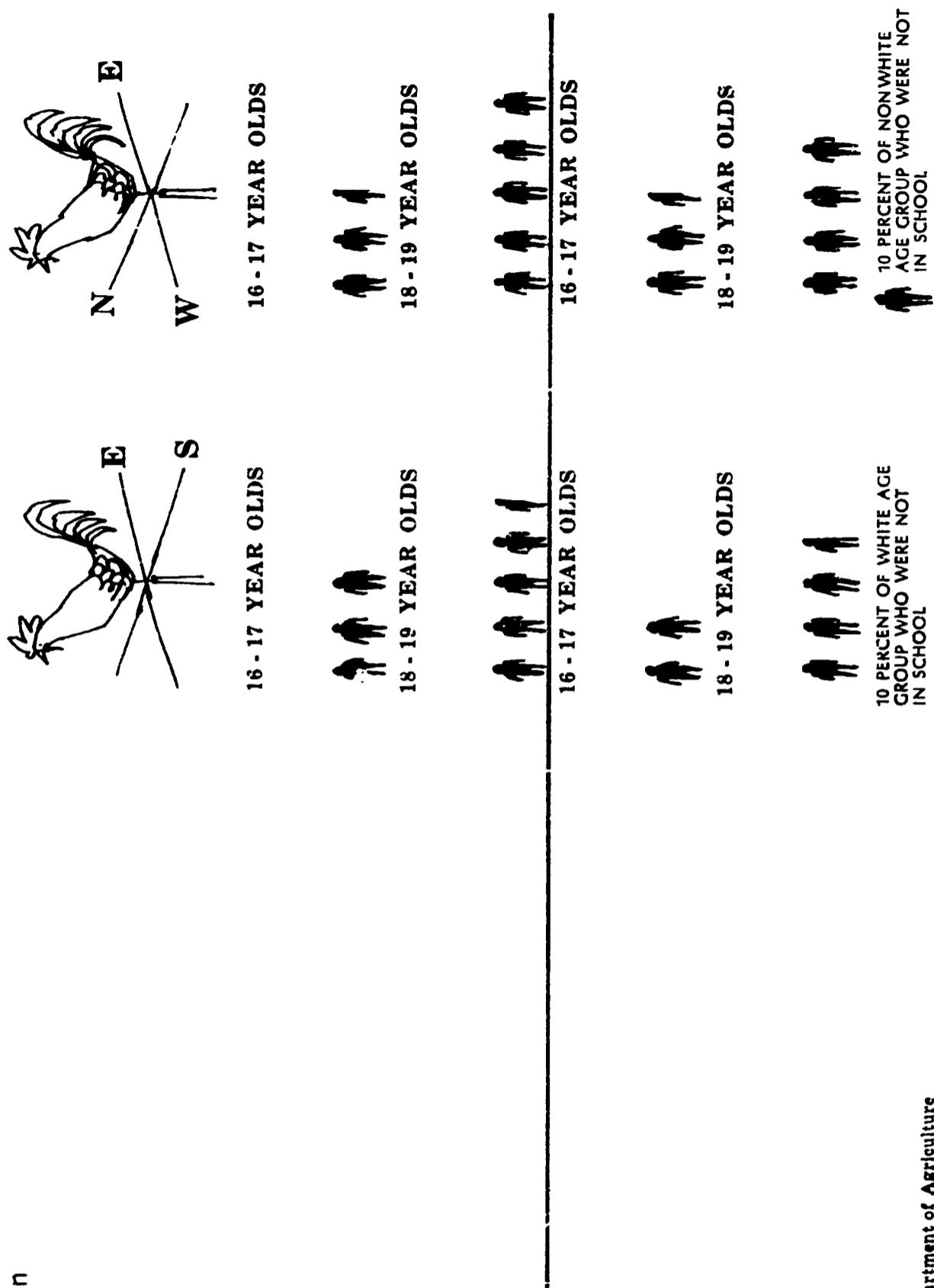
SOURCE: Economic Research Service, Department of Agriculture

14-24 YEAR-OLDS WITH LESS THAN 12 YEARS OF SCHOOLD AND NOT  
ENROLLED IN SCHOOL, 1950 AND 1960



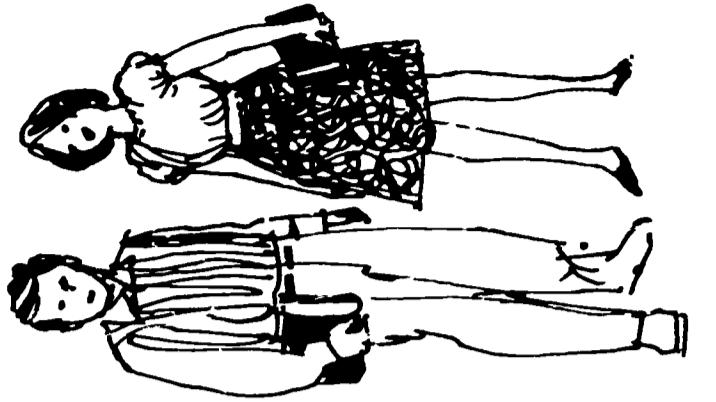
SOURCE: Economic Research Service, Department of Agriculture

The dropout is a nationwide liability, but this failure appears more often in the South than the North and West, more often in rural areas than in urban ones.

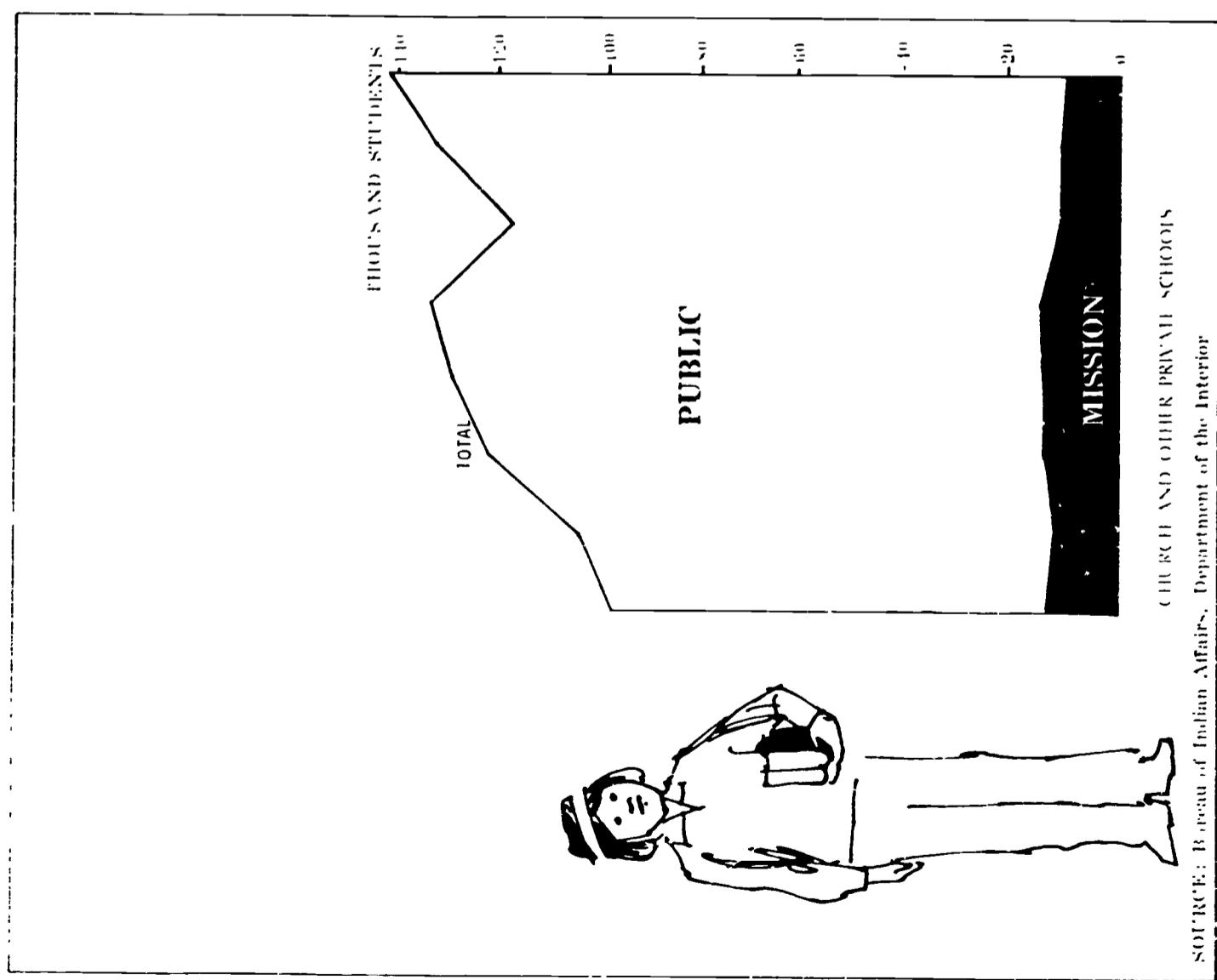


SOURCE: Economic Research Service, Department of Agriculture

ENROLLMENT OF 16  
AND 17 YEAR OLDS  
IN SCHOOL:  
SPANISH SURNAME AND  
U.S. AVERAGE, 1960



SOURCE: Bureau of the Census, Department of Commerce

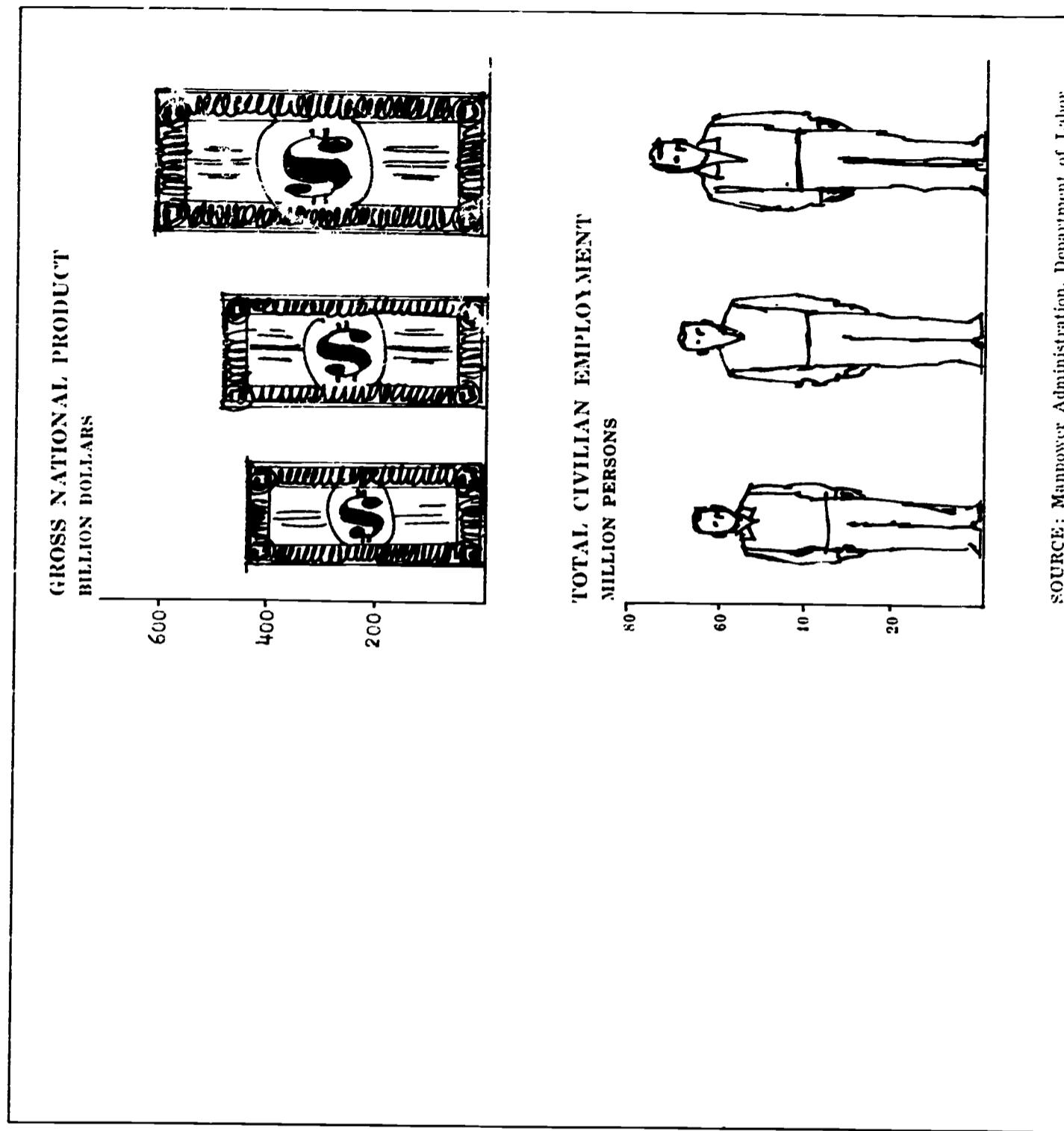




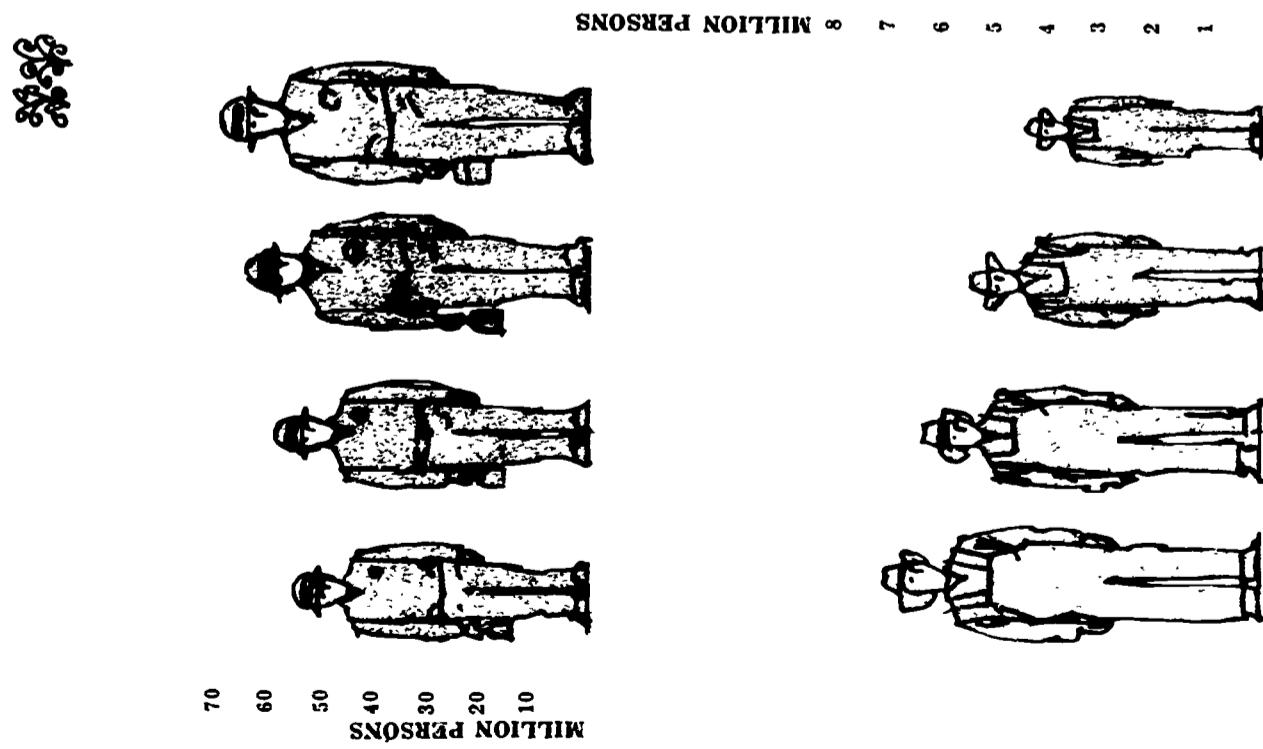
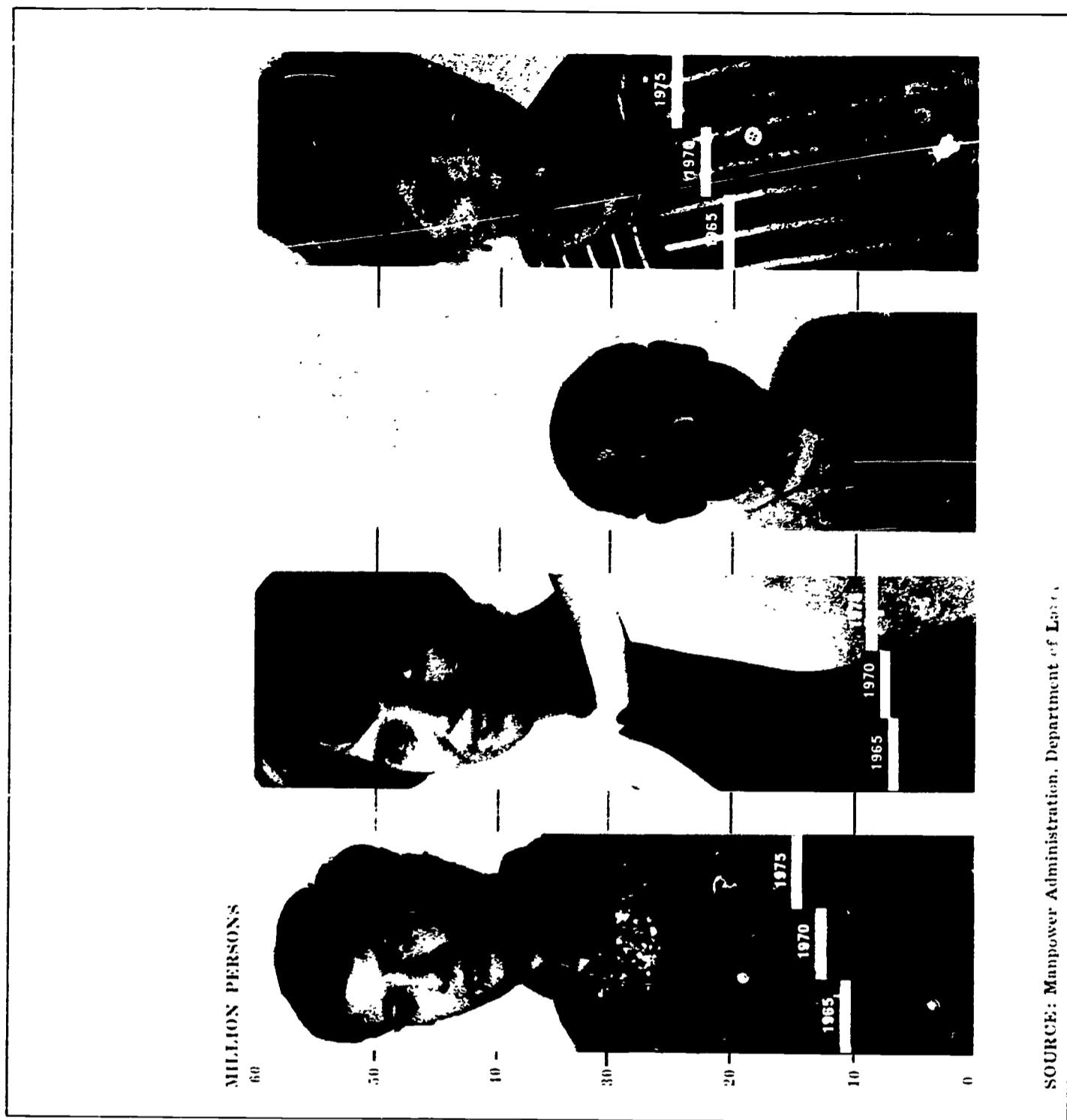
Young people today begin their working life in the United States in a burgeoning economy. The output of the Nation is on the rise, as measured by the gross national product and the size of the employed civilian labor force. The unemployment rate is only about 4 percent. But competition for jobs is keen because the supply of workers is also growing. White-collar occupations and service industries are likely to hold the greatest promise for future job seekers.

The rural labor force will continue to need nonfarm job opportunities as farming continues to use fewer workers. Young people are the most likely to migrate to nonfarm areas for employment. Unless present rates of outmigration continue, the high level of productivity in the farm sector will make more than 3 million workers surplus in the rural labor force by 1970, over 2 million of whom were under age 20 in 1960.

Young workers represented nearly one-fifth of the total civilian labor force in 1966 and their numbers are growing.



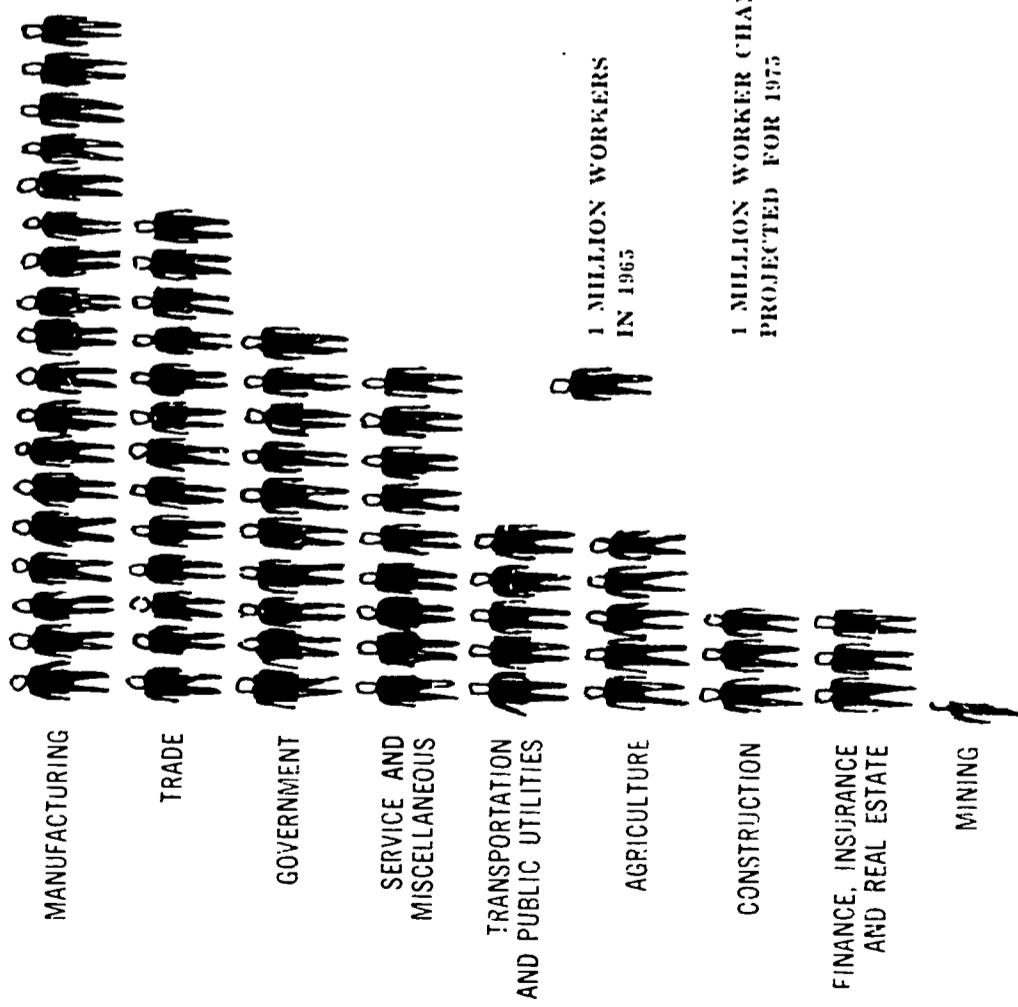
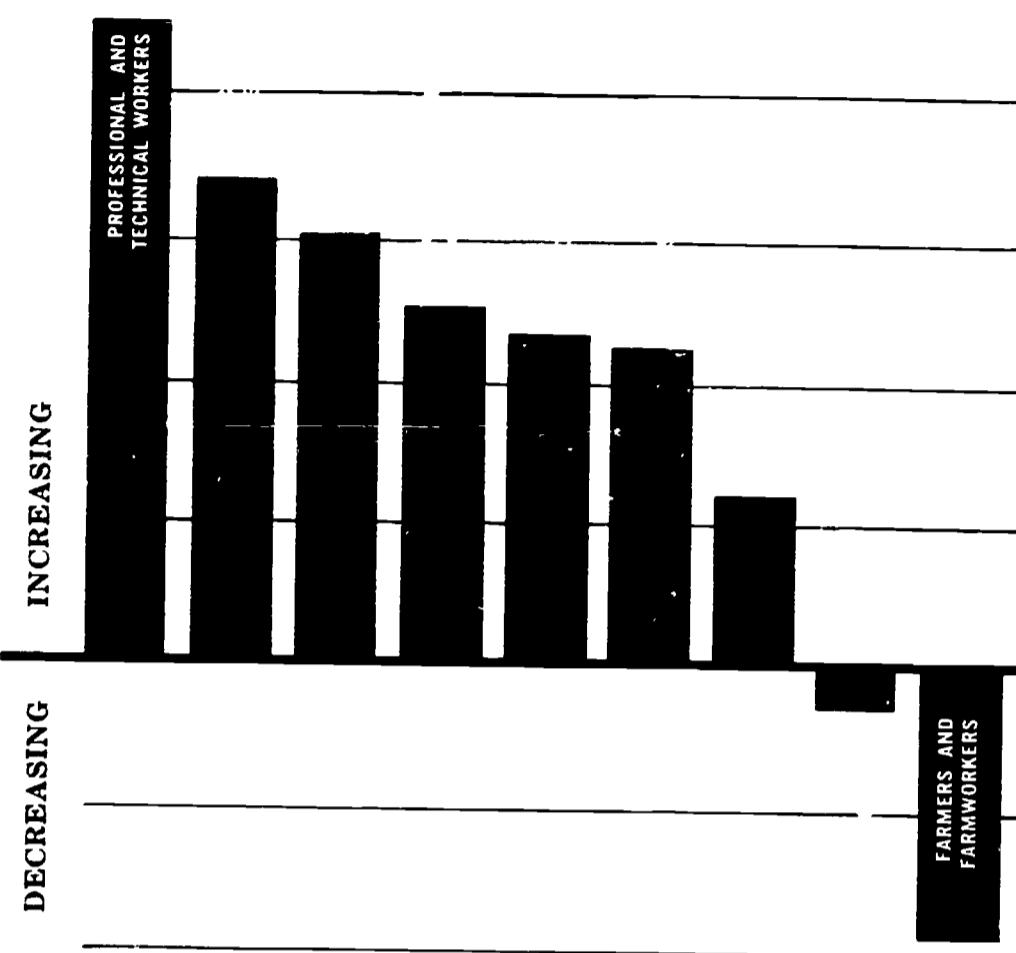
SOURCE: Manpower Administration, Department of Labor



SOURCE: Manpower Administration, Department of Labor

SOURCE: Manpower Administration, Department of Labor

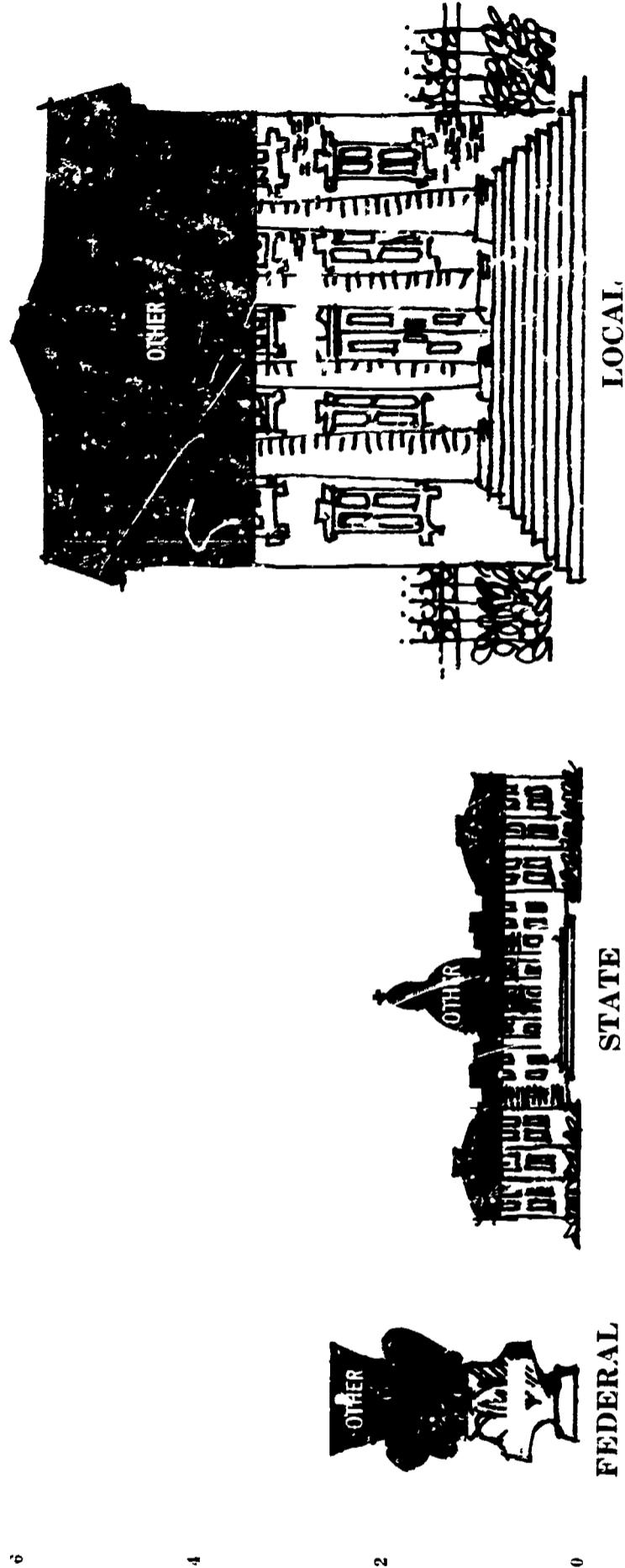
WHITE-COLLAR OCCUPATIONS TO REGISTER BIGGEST  
EMPLOYMENT GAINS DURING 1965-75



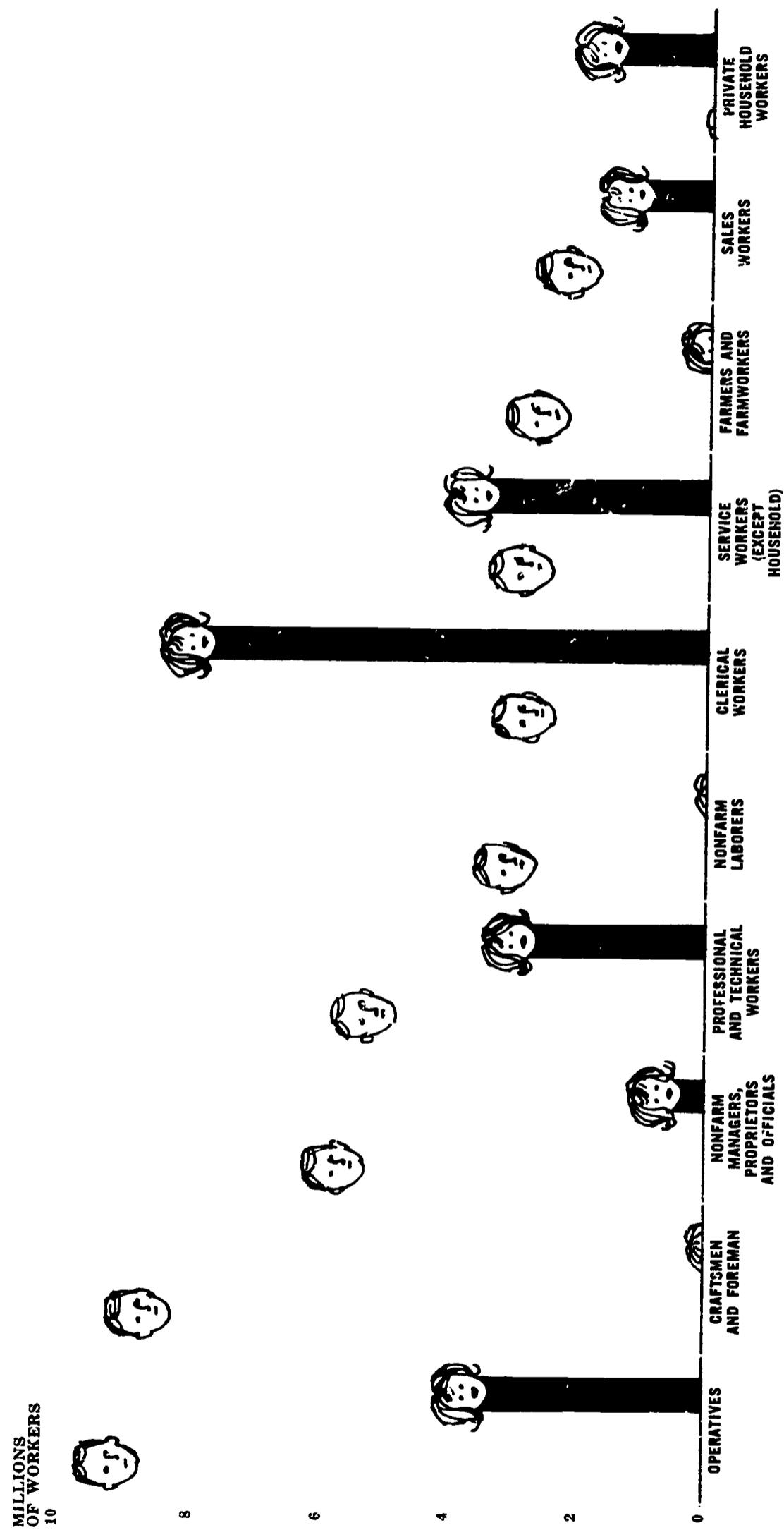
SOURCE: Manpower Administration, Department of Labor

Government, too, is an employer. It represents, in fact, a payroll of nearly 11 million people, or about 16 percent of the total labor force. Three-fourths of all government employees work for State and local units, with education-teaching, administrating, counseling—overwhelmingly the most important type of work they do.

MILLION PERSONS

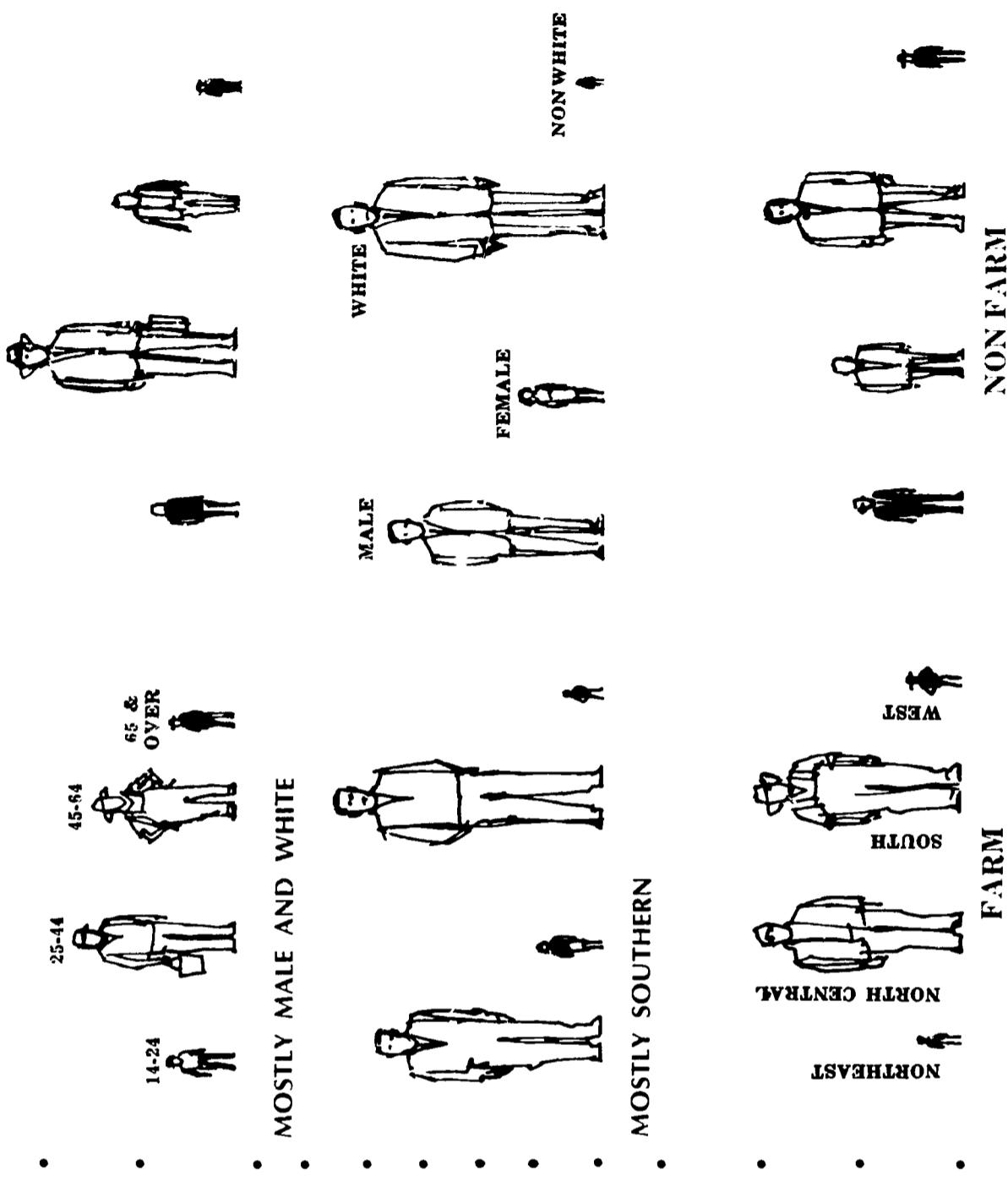


SOURCE: Bureau of Labor Statistics, Department of Labor

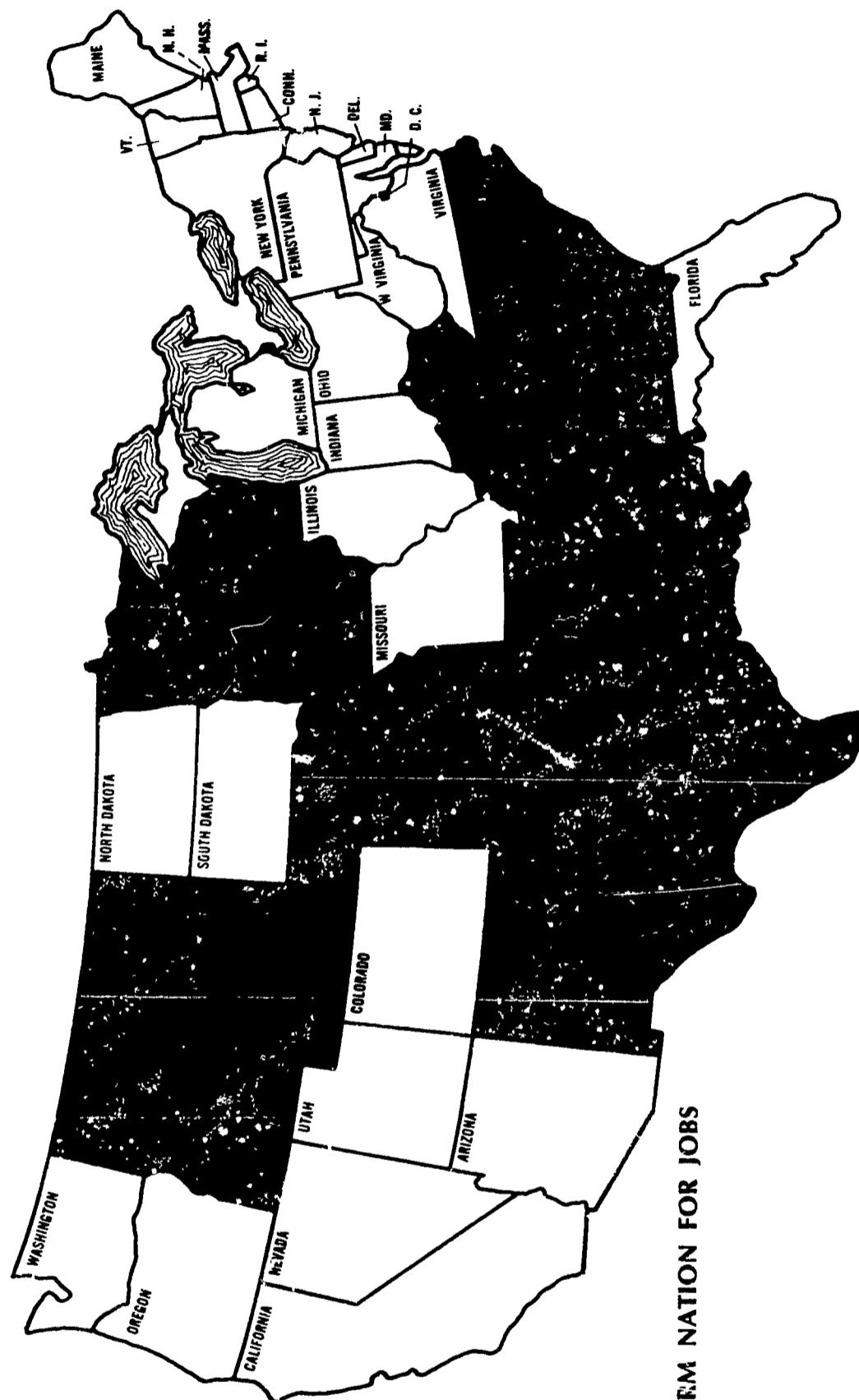


SOURCE: Manpower Administration, Department of Labor

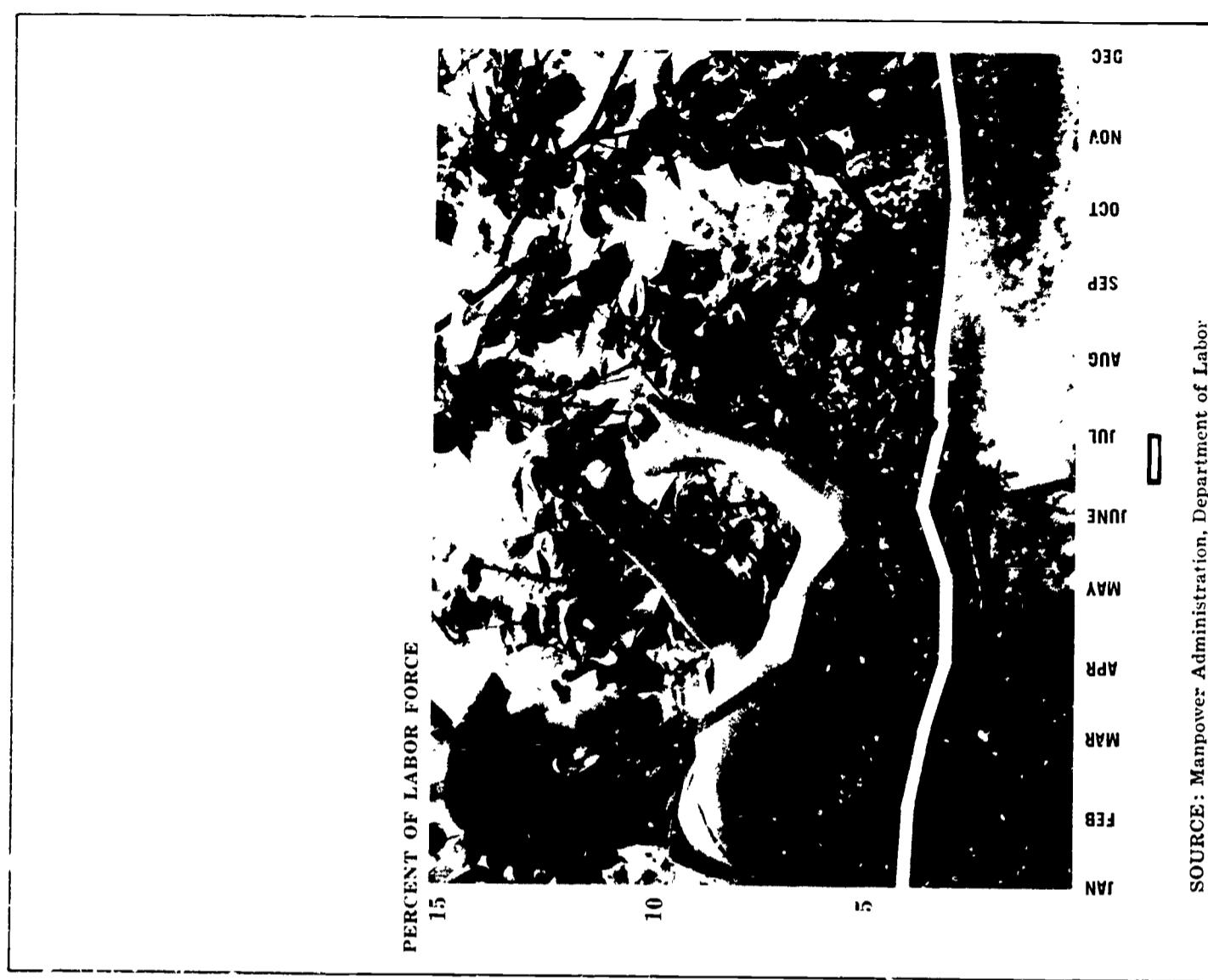
THE RURAL LABOR FORCE OF 1960 WAS:  
MOSTLY YOUNG ADULT



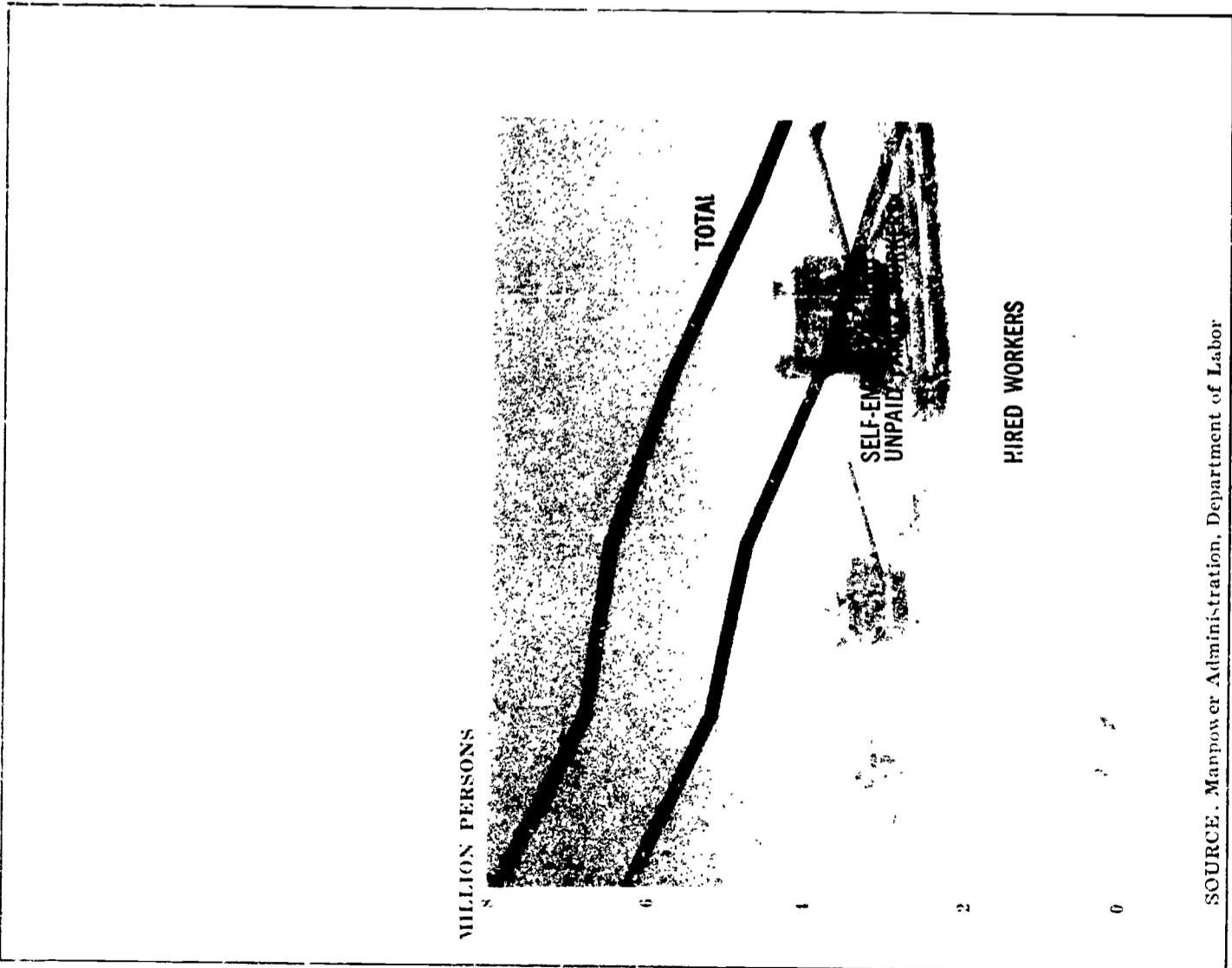
SOURCE: Economic Research Service, Department of Agriculture



SOURCE: Welfare Administration, Department of Health, Education and Welfare



SOURCE: Manpower Administration, Department of Labor



SOURCE: Manpower Administration, Department of Labor

Betsy's hometown in the West Virginia hills boasted all of 45 people—eight families if you counted the folks living in the hollows.

The hamlet, hard to find on any map, isn't too remote, however, for stories about the Job Corps, to find their way up the trail. Betsy heard about Job Corps through the Rural Resource Center operated by the Community Action Agency in her area. She learned that this Office of Economic Opportunity program provided residential centers for out-of-work, out-of-school young men and women, where they could obtain the education and skills necessary to secure jobs.

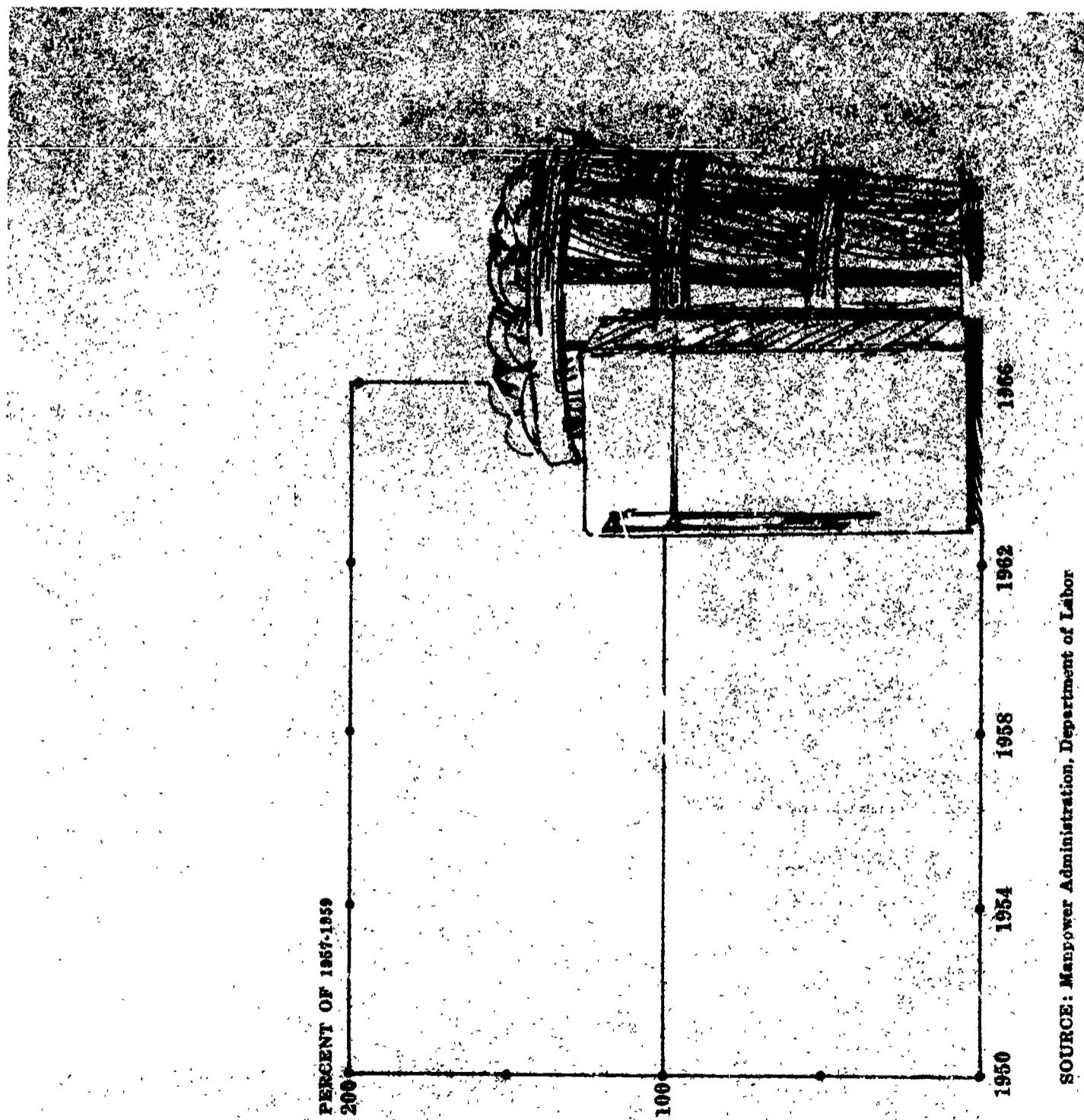
Today, Betsy is a Job Corps graduate with a good job as a stenographer.

The Job Corps, of course, is just one of the programs of the Office of Economic Opportunity.

Through the Neighborhood Youth Corps, rural Community Action Agencies or other sponsors can help low-income youth find paid work experience.

By working with a Comprehensive Neighborhood Health Center, wherever they exist, rural youth can find on-the-job training in such careers as home health aides, clinic aides or transportation aides.

Project Head Start helps needy preschool children begin their school career on more nearly equal terms with their more fortunate classmates.



SOURCE: Manpower Administration, Department of Labor

BLUE-COLLAR WORK REPLACES FARMING AS TOP JOB FOR  
RURAL MEN; RURAL WOMEN WORK MOSTLY IN WHITE-COLLAR JOBS

PERCENT

50

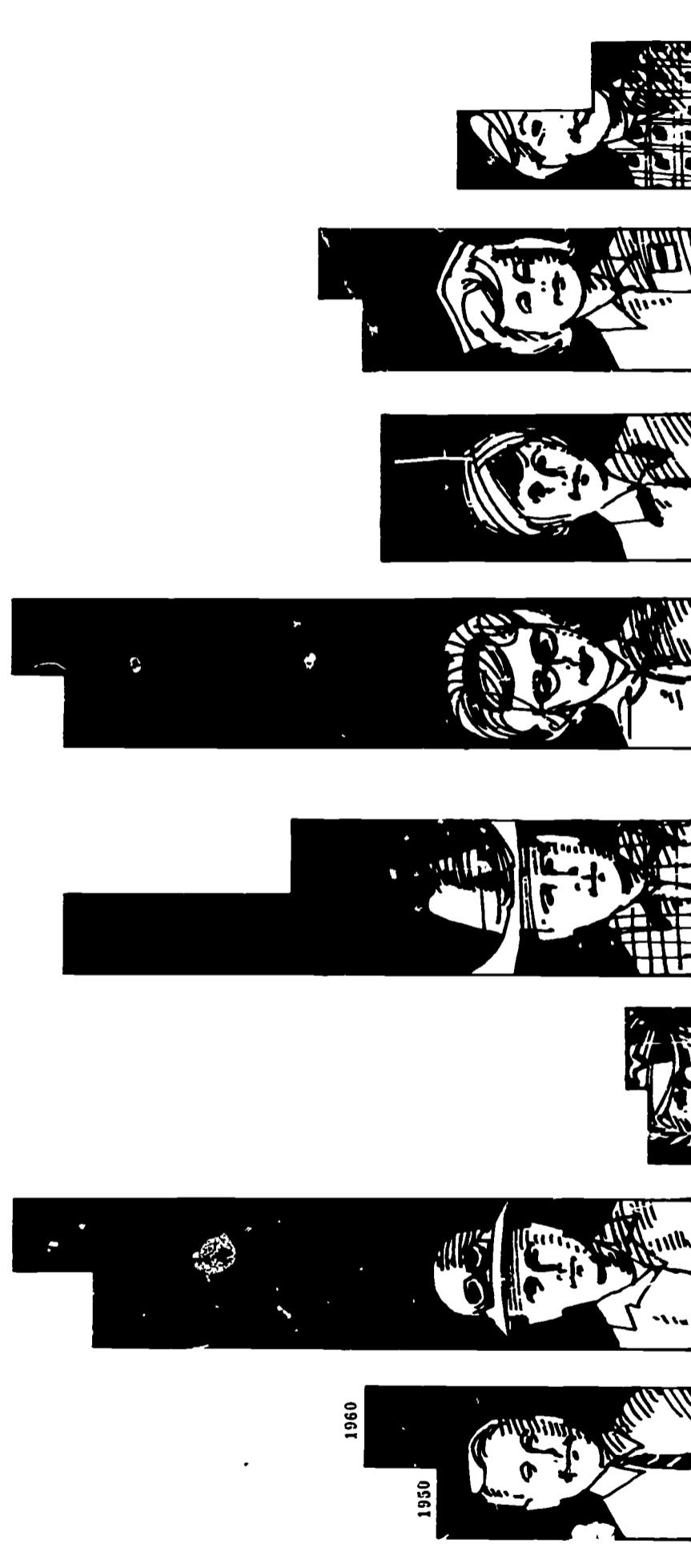
40

30

1960

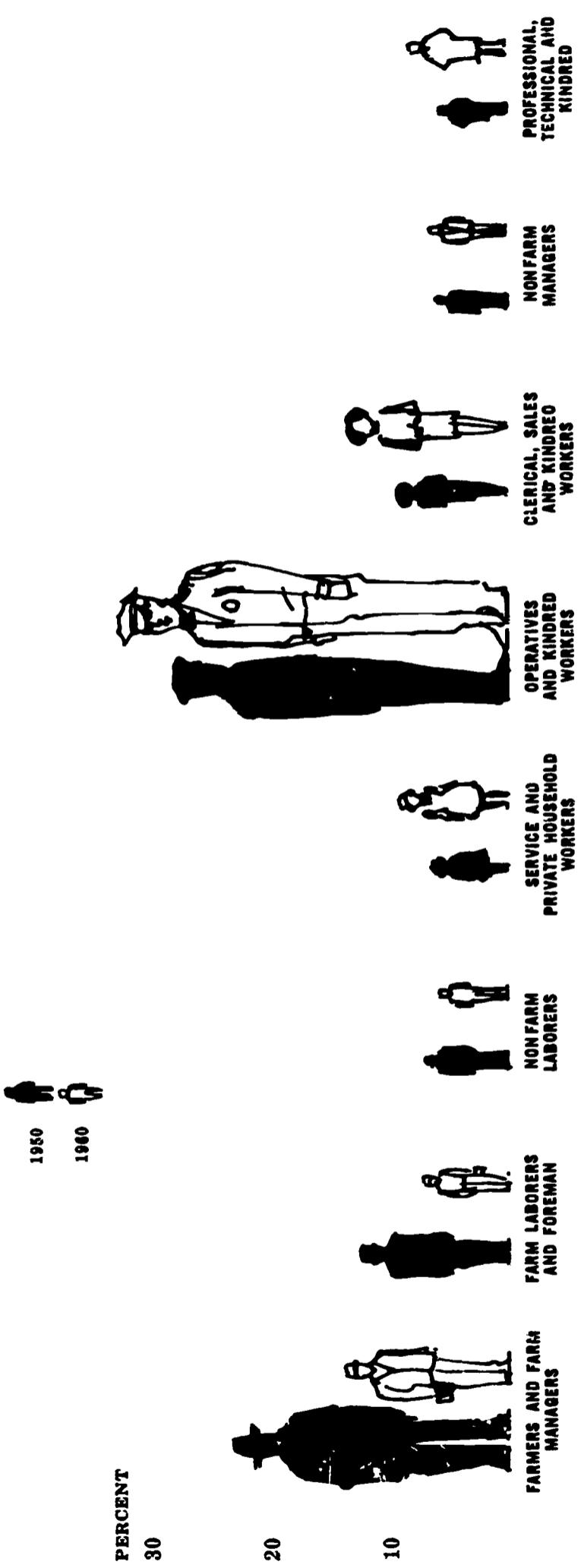
1950

10



SOURCE: Economic Research Service, Department of Agriculture

OCCUPATIONS OF RURAL WORKERS:  
YESTERDAY AND TODAY



SOURCE: Economic Research Service, Department of Agriculture

During the 1950's, the trend for the principal minority groups was away from agriculture, as was true of the rural population in general.

The decade also saw some improvement in the form of higher proportions of minority workers in the better paying, skilled and semiskilled jobs.

#### OCCUPATIONS OF RURAL NEGROES, INDIANS AND SPANISH SURNAME PEOPLE



#### PROFESSIONAL, TECHNICAL, AND MANAGERIAL

#### CLERICAL AND SALES

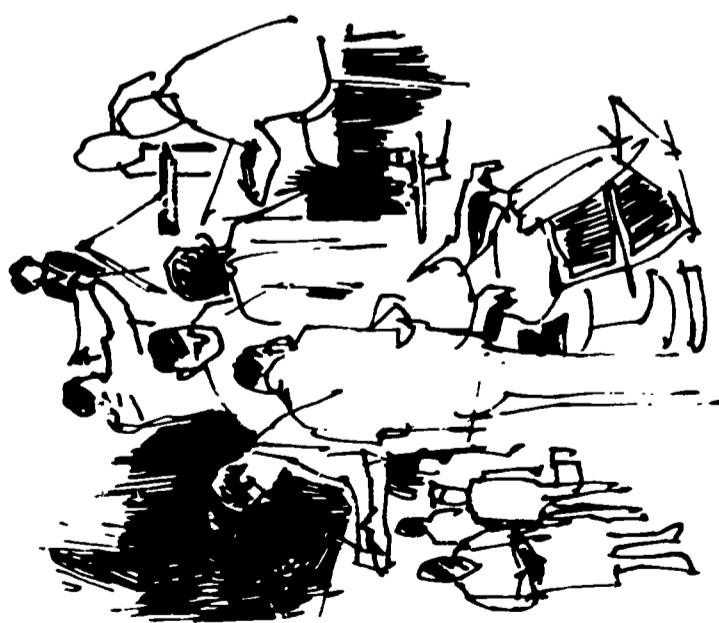
#### CRAFTSMEN AND OPERATIVES

#### SERVICE WORKERS (INCLUDING PRIVATE HOUSEHOLD)

#### NONFARM LABORERS

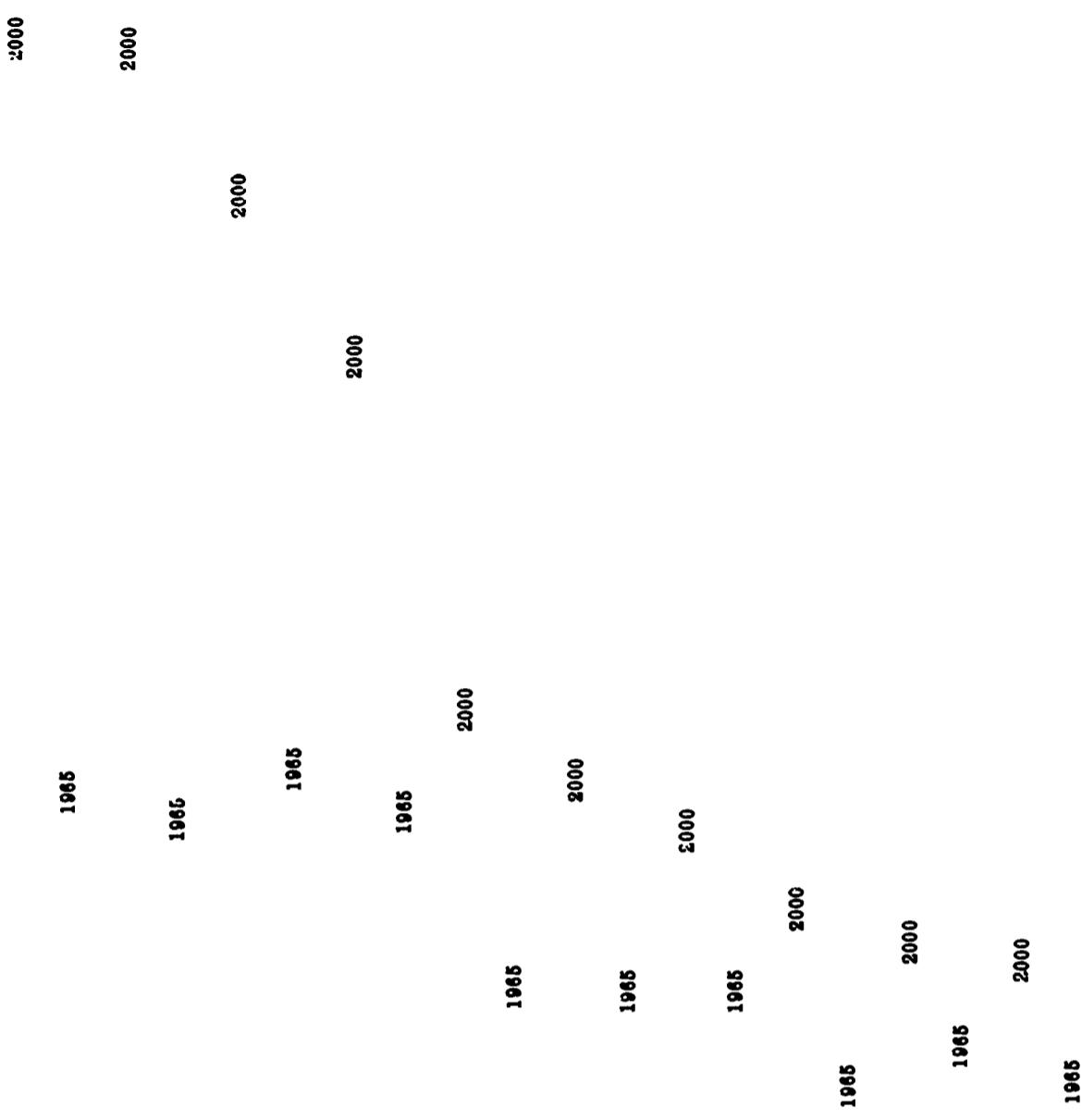
#### FARMERS AND FARM MANAGERS

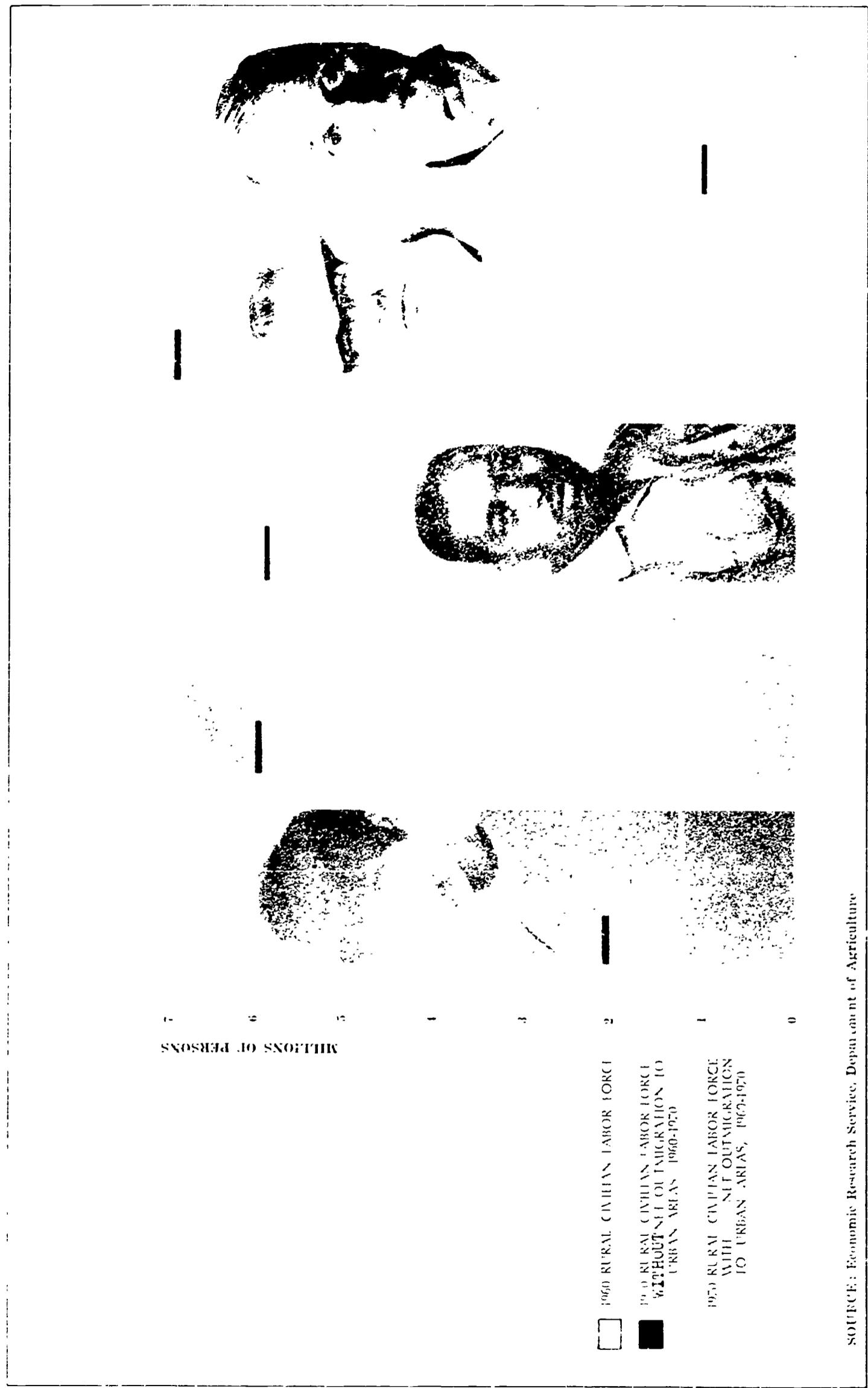
#### FARM LABORERS AND FOREMEN

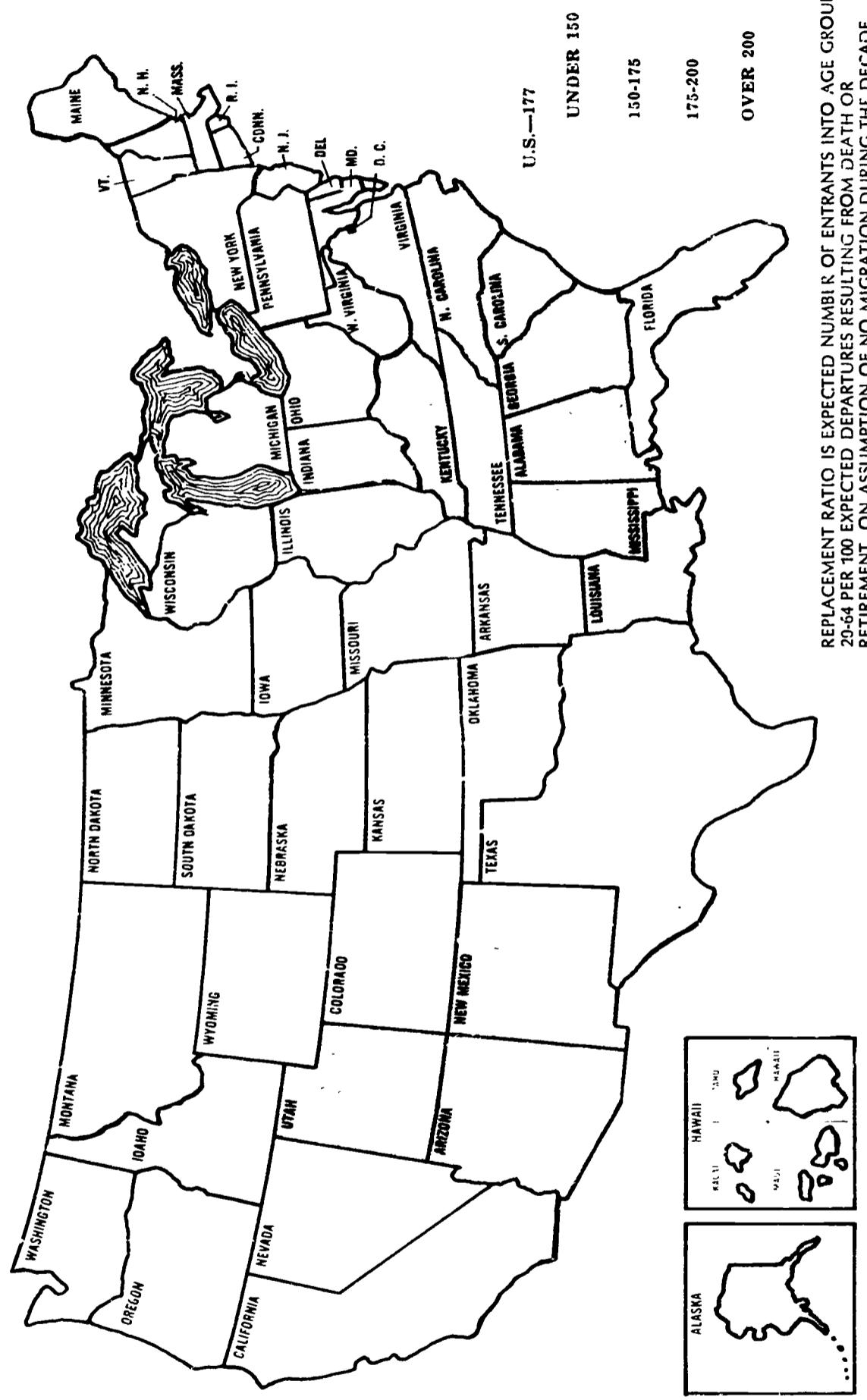


SOURCE: Bureau of the Census, Department of Commerce

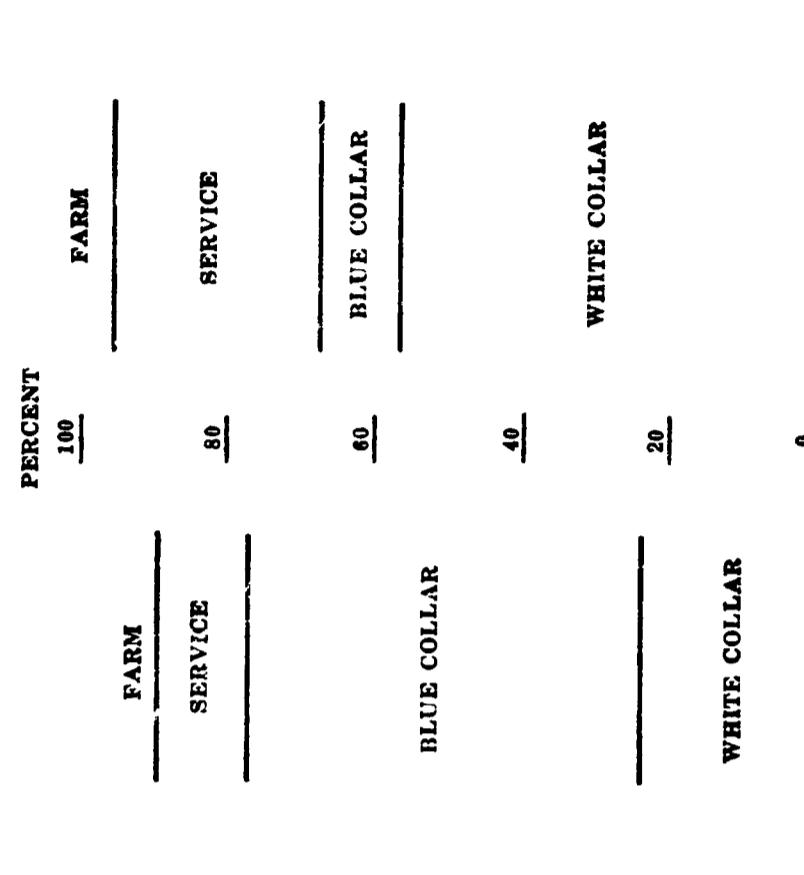
SOURCE: Bureau of Outdoor Recreation, Department of the Interior



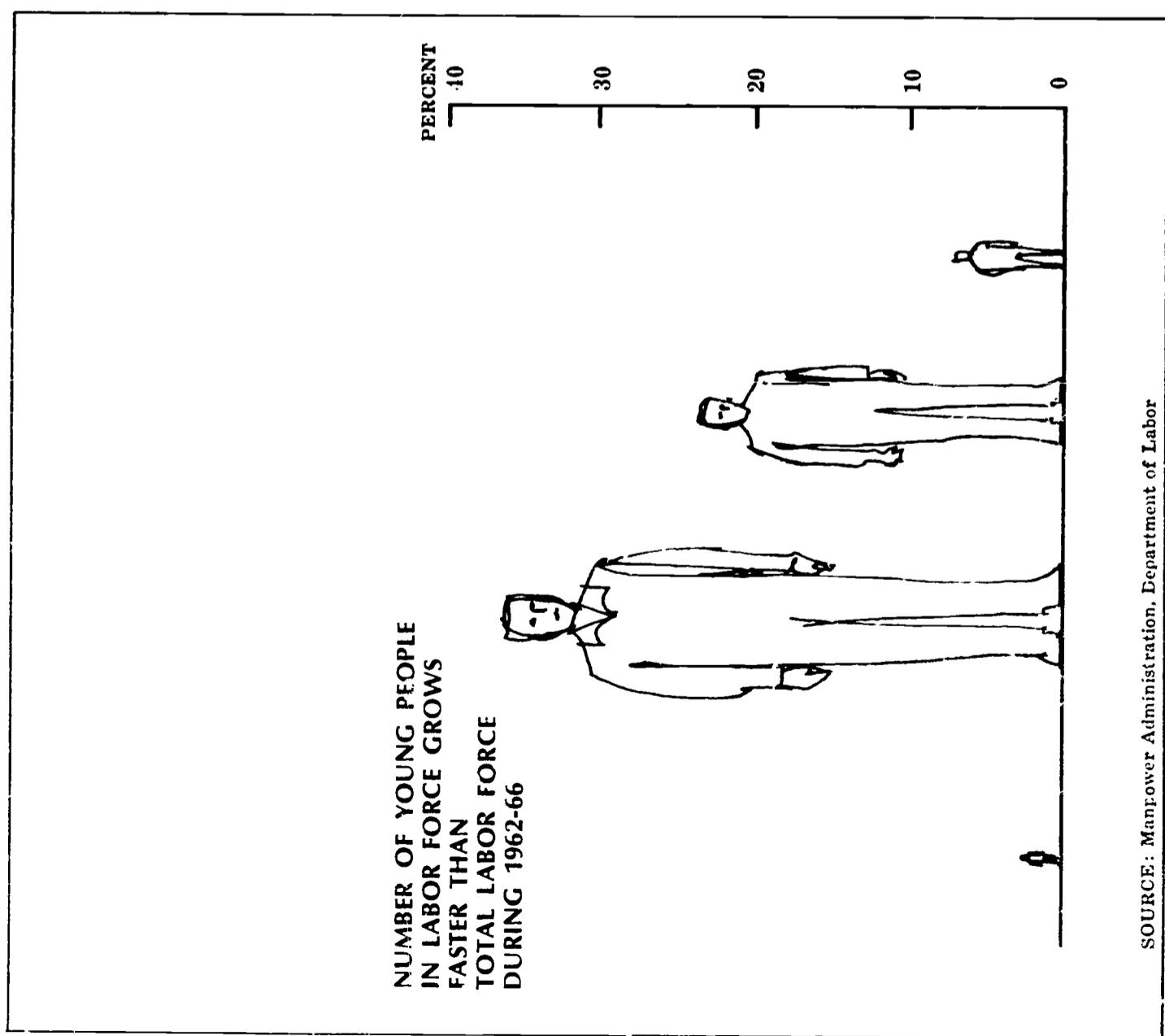




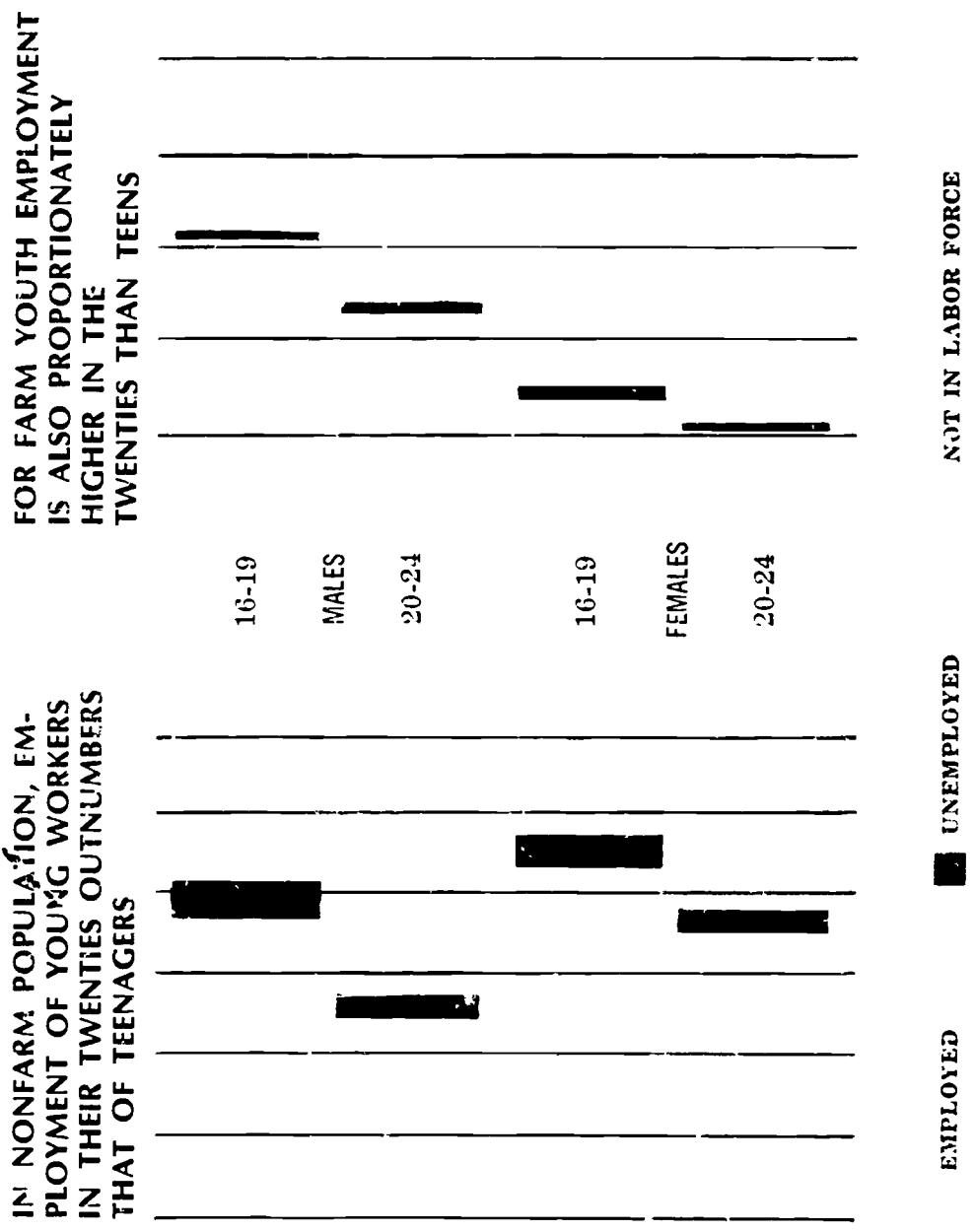
SOURCE: Economic Research Service, Department of Agriculture



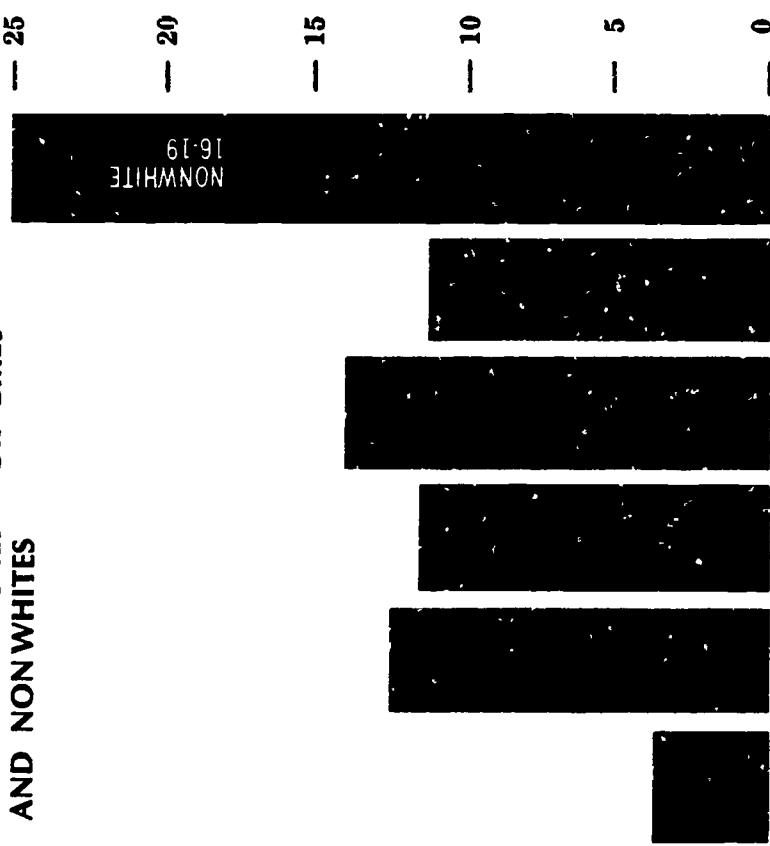
SOURCE: Bureau of Labor Statistics, Department of Labor



IN NONFARM POPULATION, EMPLOYMENT OF YOUNG WORKERS IN THEIR TWENTIES OUTNUMBERS THAT OF TEENAGERS



AMONG YOUTH, UNEMPLOYMENT RATES ARE HIGHEST FOR GIRLS AND NON WHITES



SOURCE: Bureau of Labor Statistics, Department of Labor

SOURCE: Manpower Administration, Department of Labor

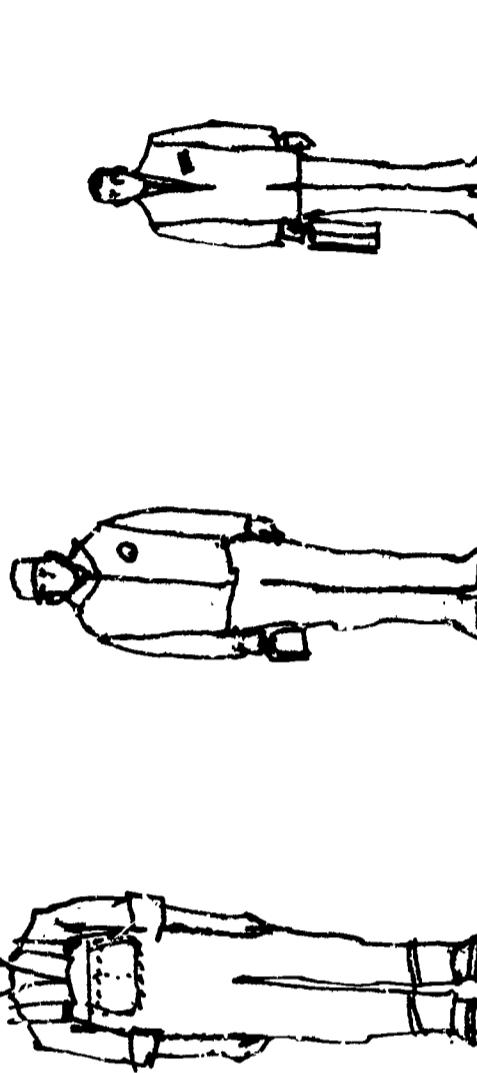
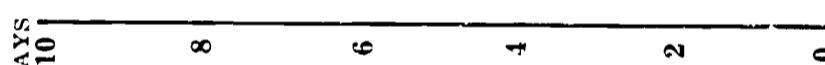
*their health and welfare*



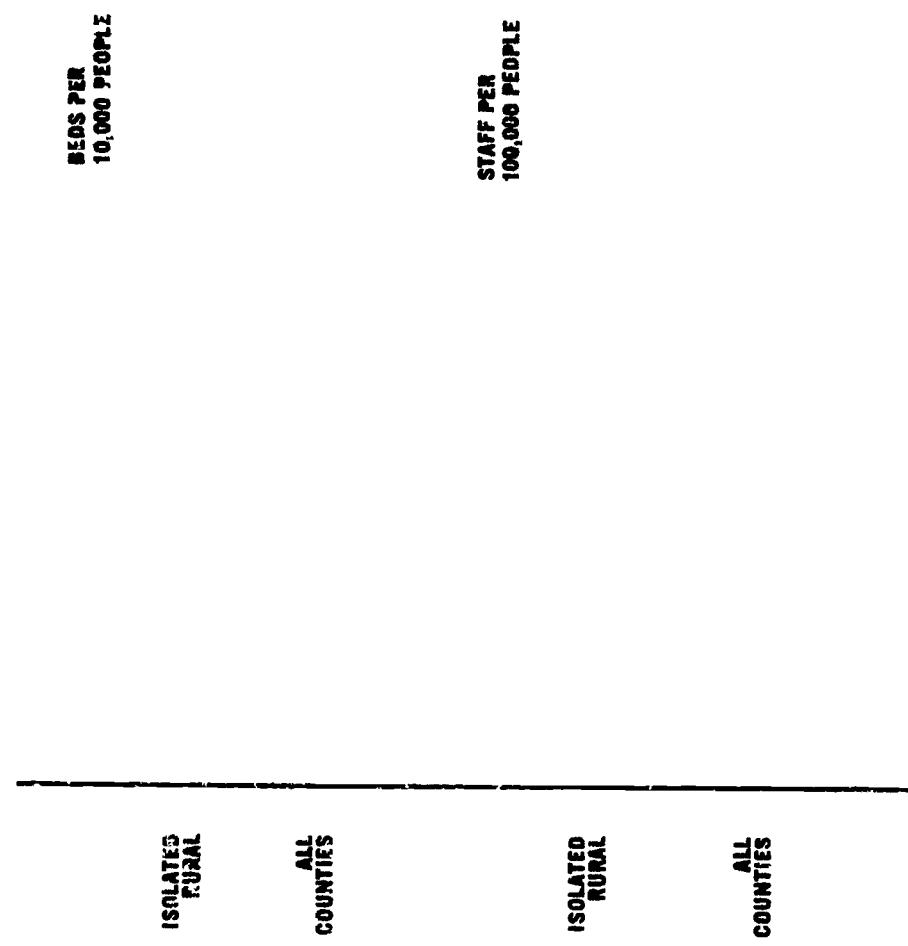
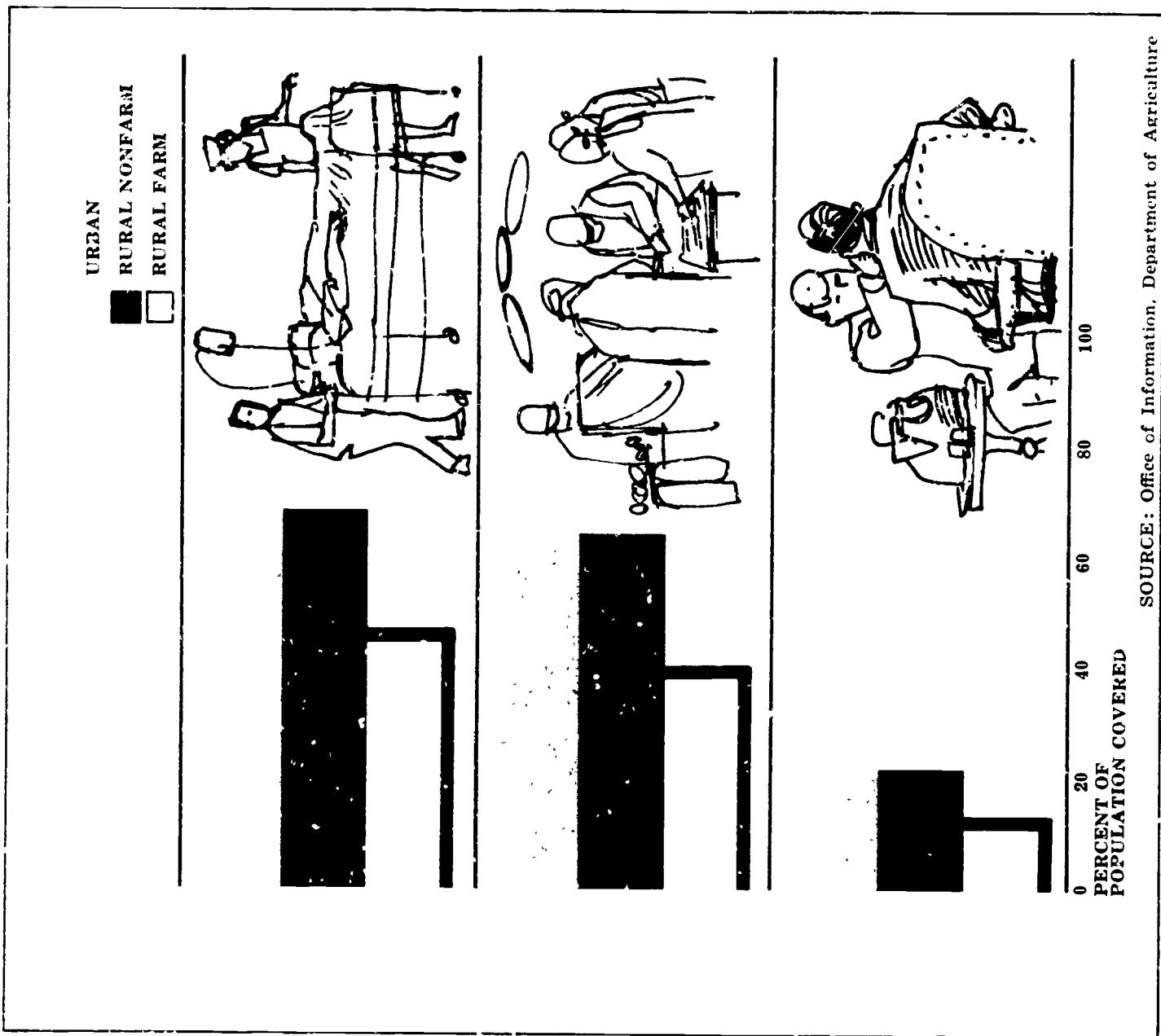
Information on the status of rural health is limited, but rural youth and their families have most of the same problems of illness and disease that city people do. Often literally penniless, the rural poor are removed from the services that even the poor in towns and cities can usually take for granted.

The welfare picture in rural areas also suffers by comparison with assistance generally offered in cities. There is great variation throughout the Nation in the extent of public welfare available to needy families because the program is decentralized, depending heavily on State and local effort and definition of need. Federal financial assistance is supplementary in public welfare programs.

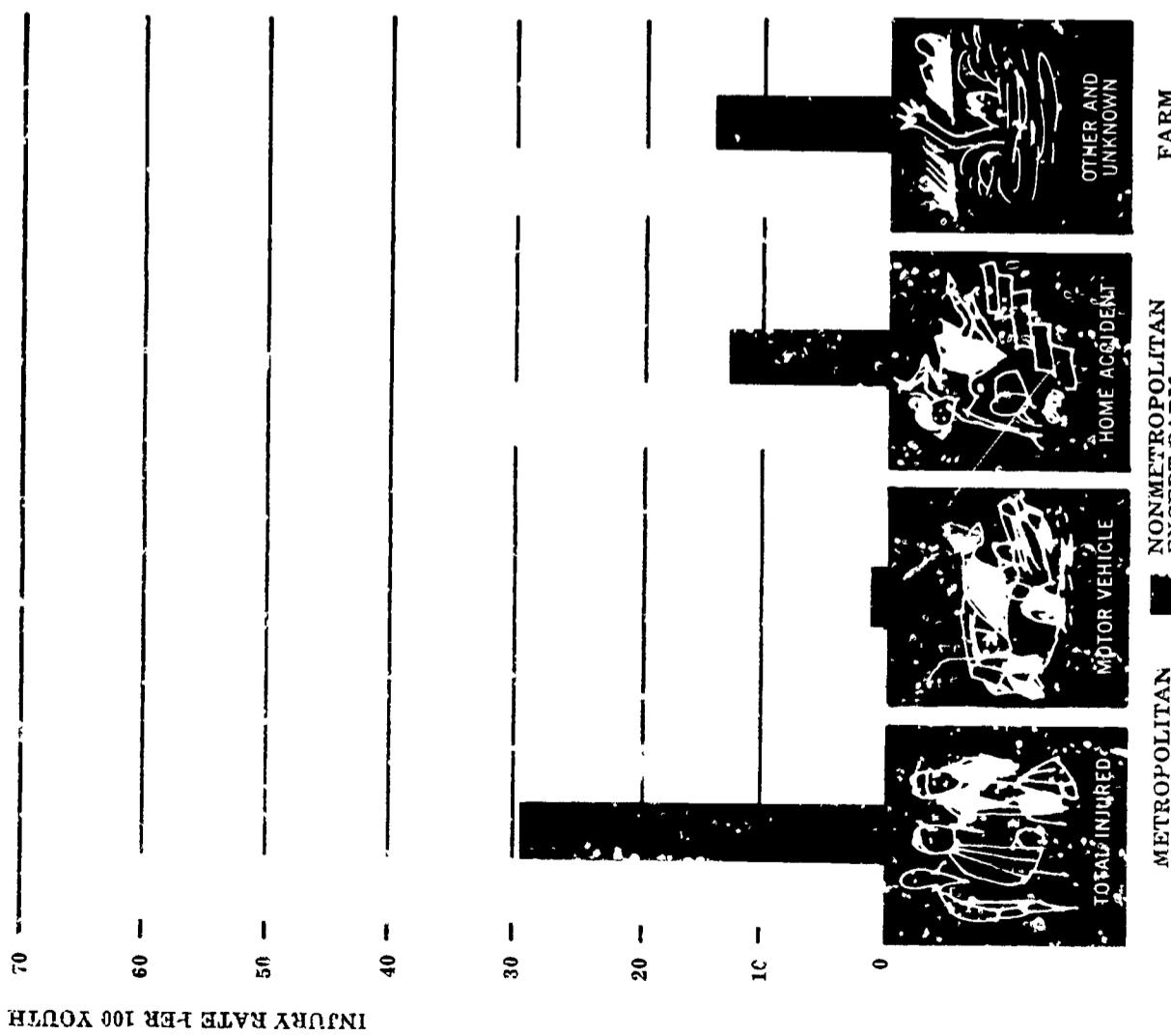
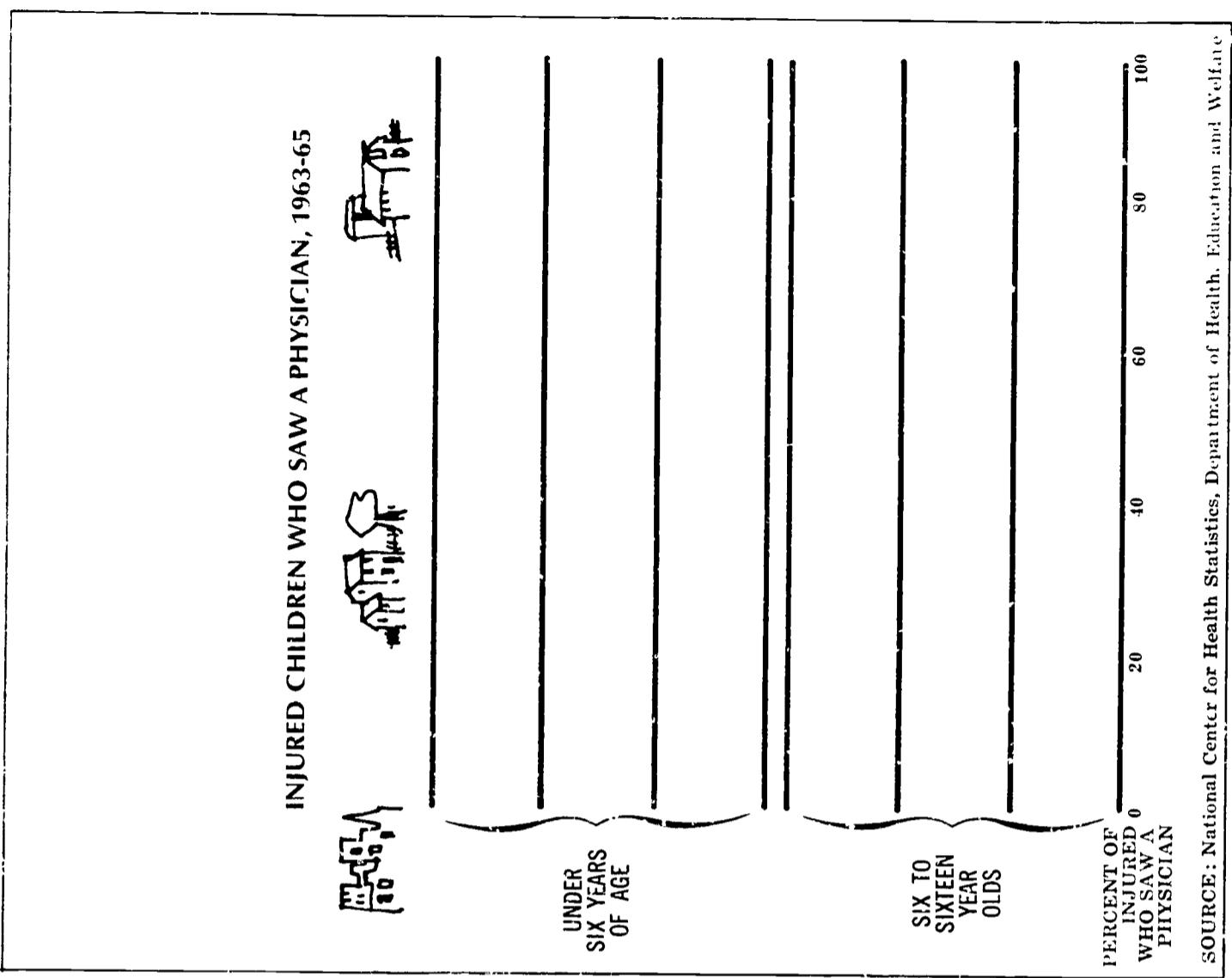
There is some improvement in the services offered in rural areas, as child welfare caseworkers and others are more often located outside metropolitan areas. Rural families are being assisted by such Federal programs as Aid to Families with Dependent Children. There are special efforts for those in poverty, such as the food distribution and nutritional programs conducted by the Department of Agriculture and the various activities carried out by the Office of Economic Opportunity. Facilities in the welfare field, as in health, however, are still far too limited for rural youth and their parents, and the professional assistance needed by rural residents is often hard to find.



SOURCE: Manpower Administration, Department of Labor

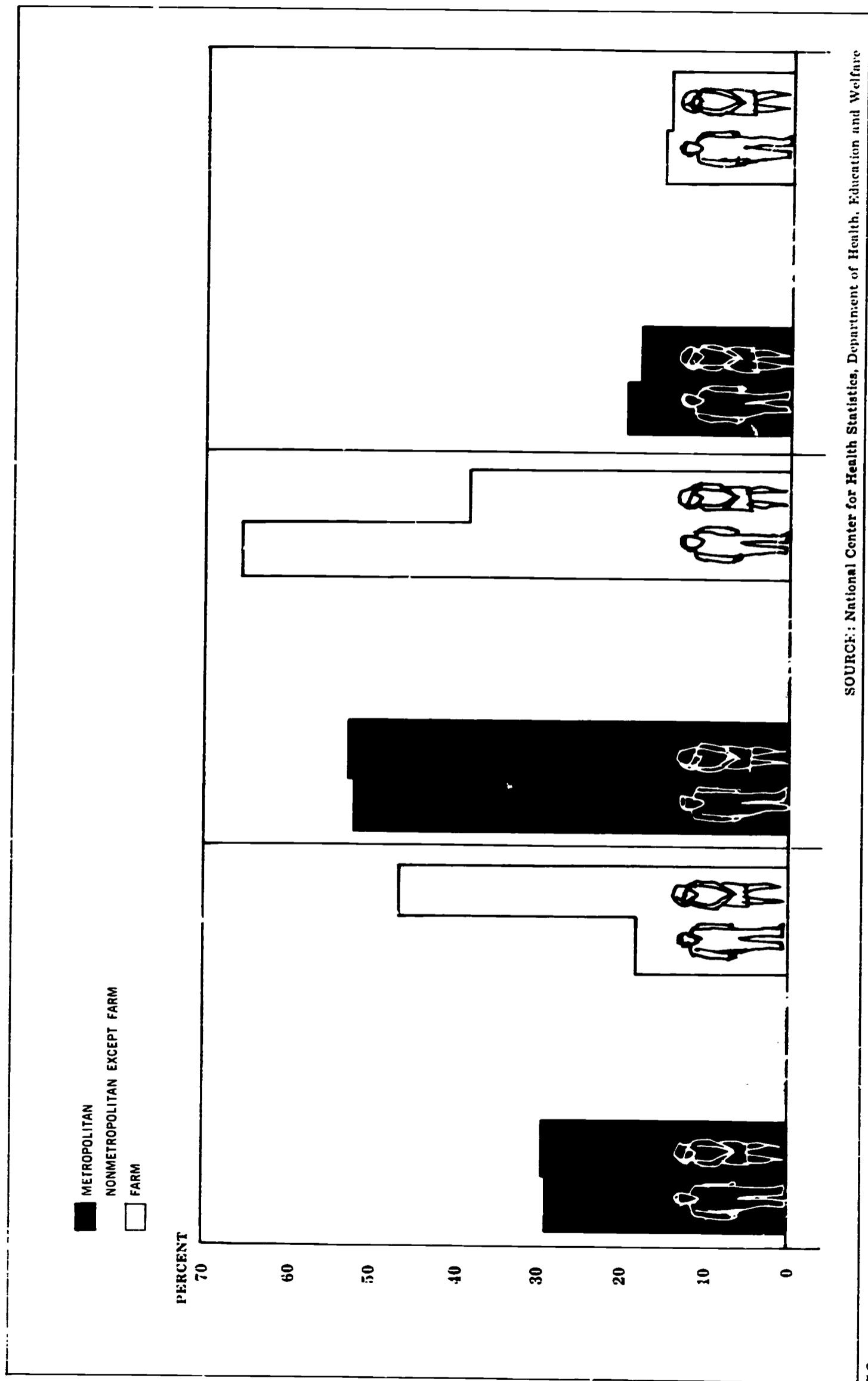


SOURCE: Manpower Administration, Department of Labor



SOURCE: National Center for Health Statistics, Department of Health, Education and Welfare

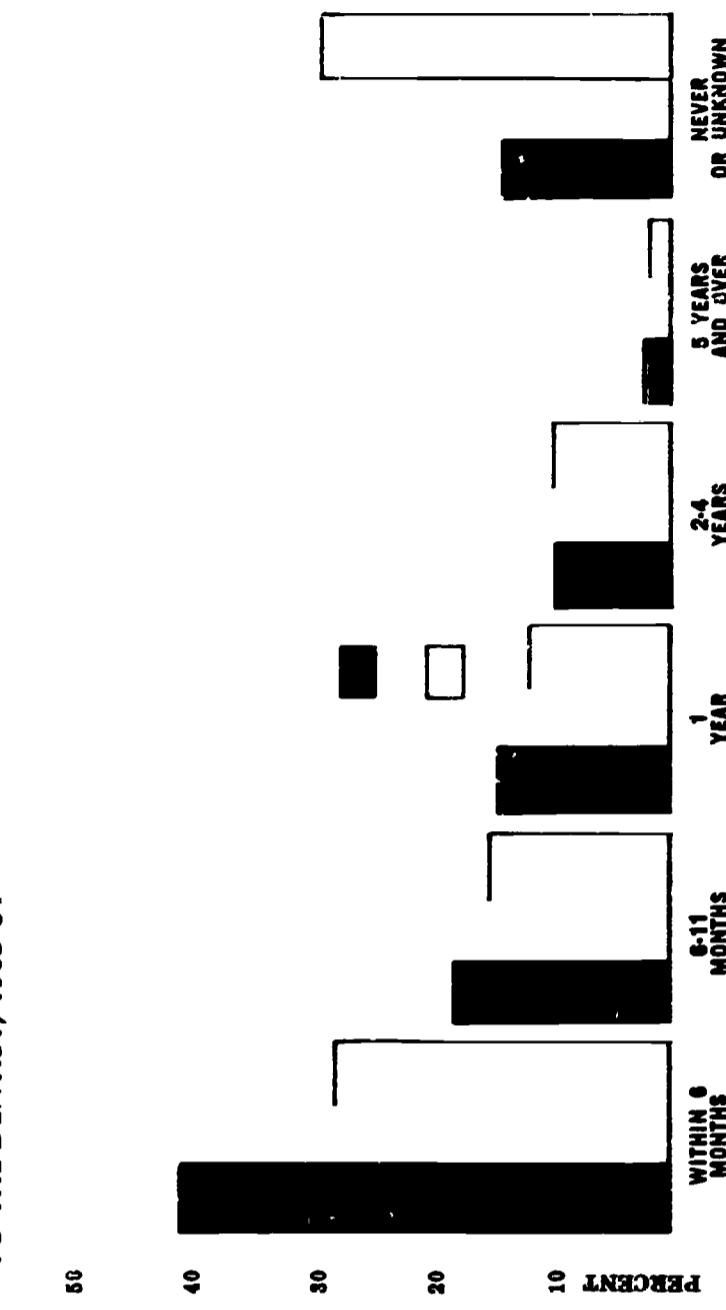
SOURCE: National Center for Health Statistics, Department of Health, Education and Welfare



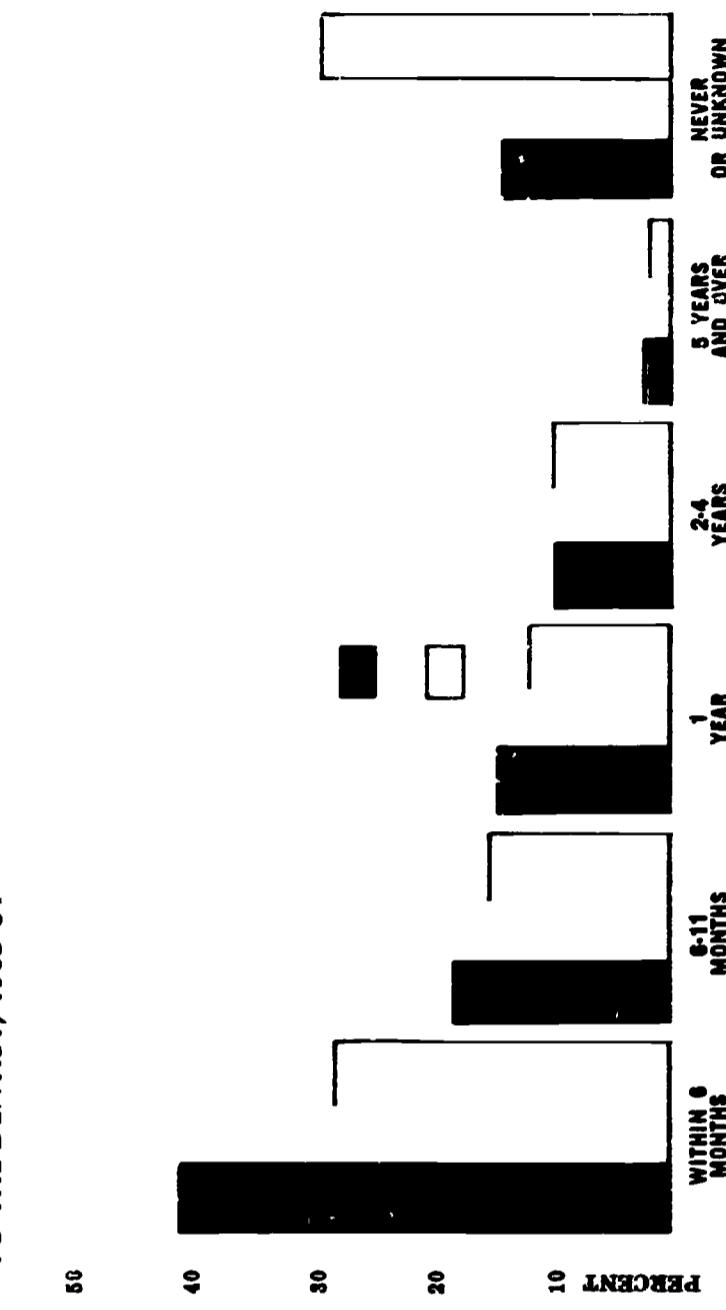
SOURCE: National Center for Health Statistics, Department of Health, Education and Welfare

A little courage may help, but income and residence have even more to do with who sees a dentist, and how often. In a recent survey, a far greater percentage of metropolitan youth had been to the dentist within 6 months than was true for other youth. And a far greater percentage of farm youth had never been to a dentist.

**YOUTH WHO WENT TO A DOCTOR FOR A CHRONIC CONDITION, 1961**



**YOUTH WHO WENT TO THE DENTIST, 1963-64**



SOURCE: Children's Bureau, Department of Health, Education and Welfare

SOURCE: Children's Bureau, Department of Health, Education and Welfare

"I could not conceive that there were so many kinds of retardation," said one of 700 student volunteers in the Student Work Experience and Training vacation work program. The observation was made after her first encounter with mentally retarded children and adults.

First reactions of other participants range from shock and depression to outright disbelief. Later the volunteers are able to gain insight not only into the lives and thoughts of the retarded, but into their own lives as well.

Sponsored by the U.S. Public Health Service's Division of Mental Retardation, the program enables institutions to give high school and college students a chance to work with the retarded for one summer. Hopefully, many students will be inspired to choose this area of work in their professional careers.

A nursing student, for example, is assigned to the severely retarded who are unable to feed or dress or bathe themselves. A psychology major helps administer tests. A student of physical therapy works with retardants who are also physically handicapped.

For many students this is their first experience with this largely hidden world that includes 6 million fellow Americans. As one student commented after a summer with the project: "The knowledge I obtained can never be measured by a test."

U.S. AVERAGE  
 MIGRANTS



SOURCE: Public Health Service, Department of Health, Education and Welfare

**CLINIC POPULATION  
UNDER 18**

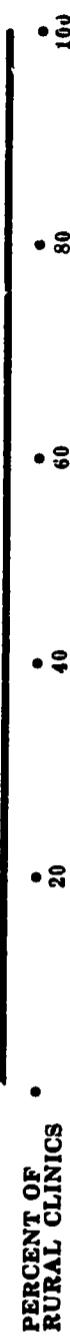
**AUSPICES OF CLINICS**

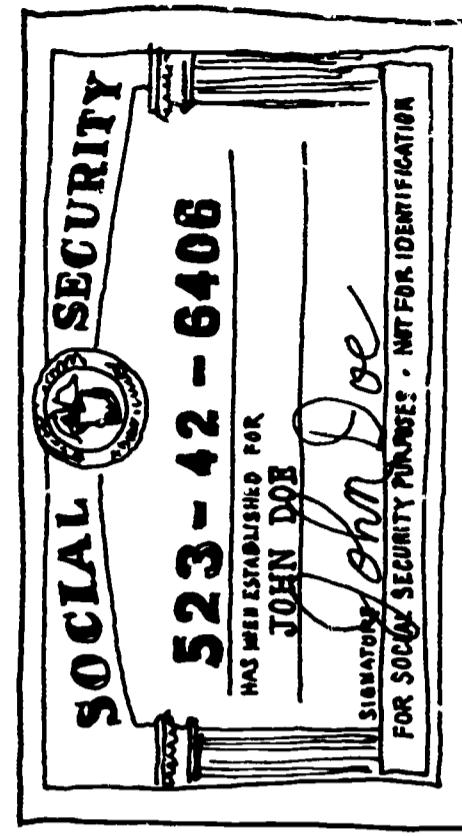
**CLINIC SCHEDULE**

**STAFFING PATTERN:**

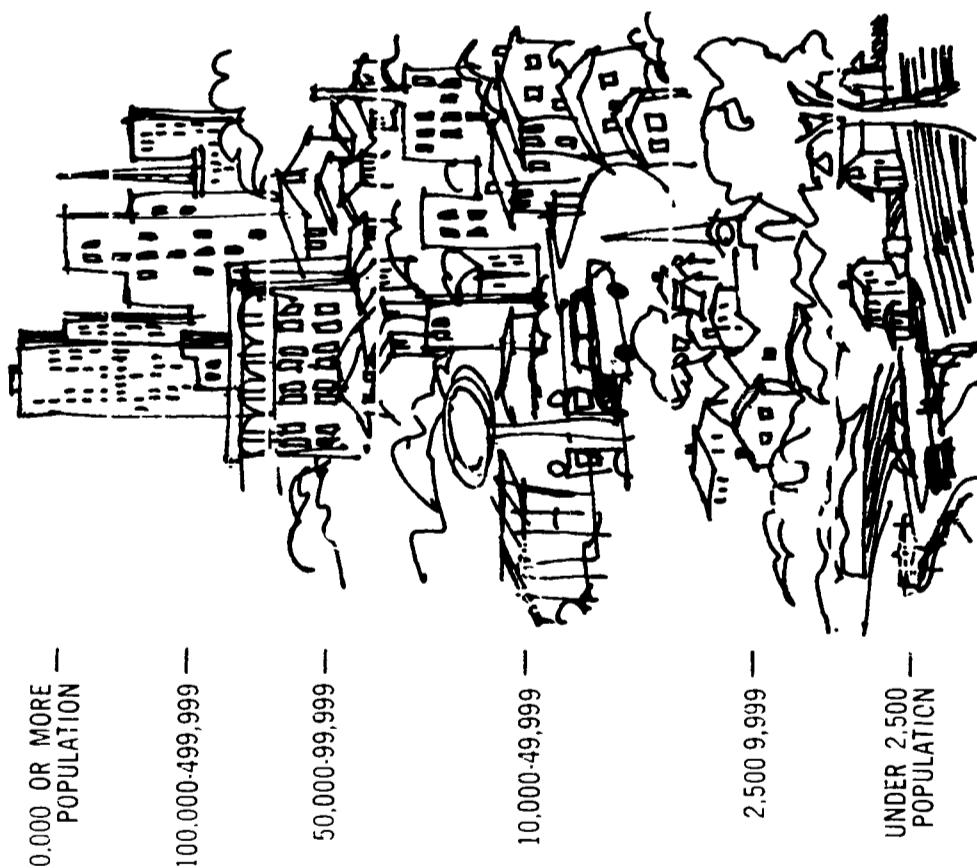
PSYCHIATRIST = P  
CLINICAL PSYCHOLOGIST = C  
PSYCHIATRIC SOCIAL WORKERS = S

SOURCE: Public Health Service, Department of Health, Education and Welfare



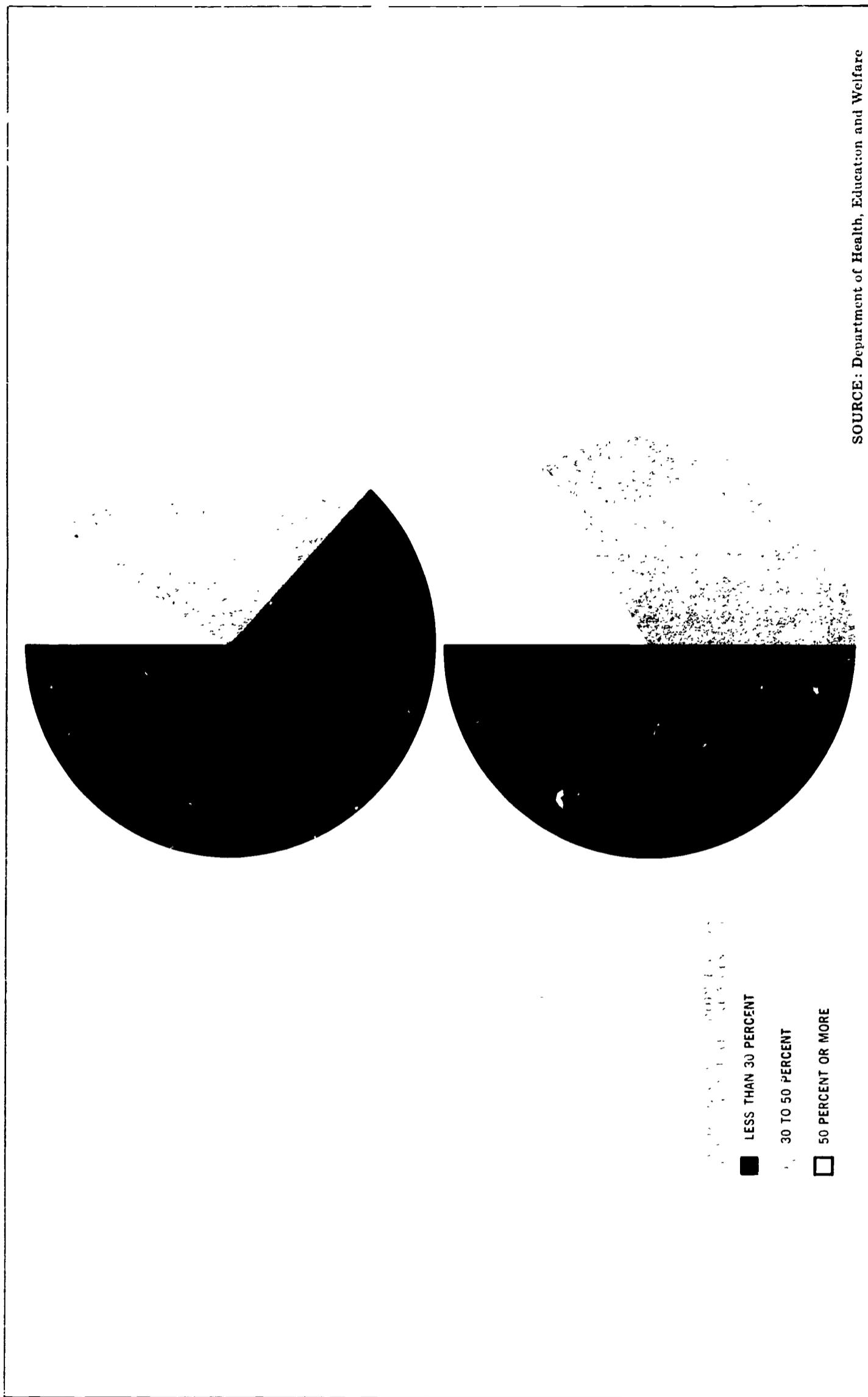


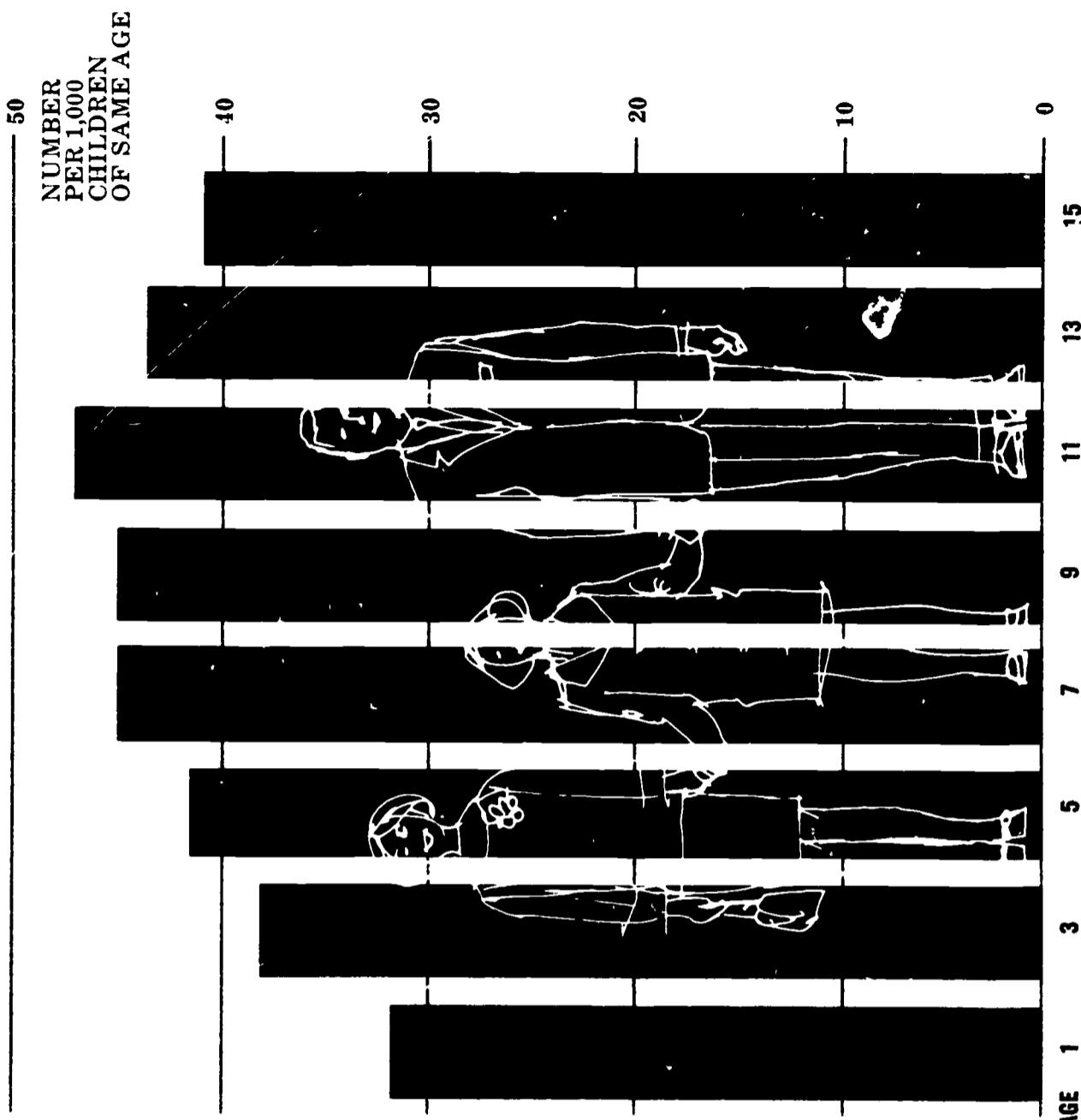
About a third of all institutions caring for the mentally retarded are in cities with populations of 10,000 to 50,000. The smallest communities have about half that many. But cities of 500,000 or more have even fewer facilities to care for the mentally retarded.



SOURCE: Public Health Service, Department of Health, Education and Welfare  
60

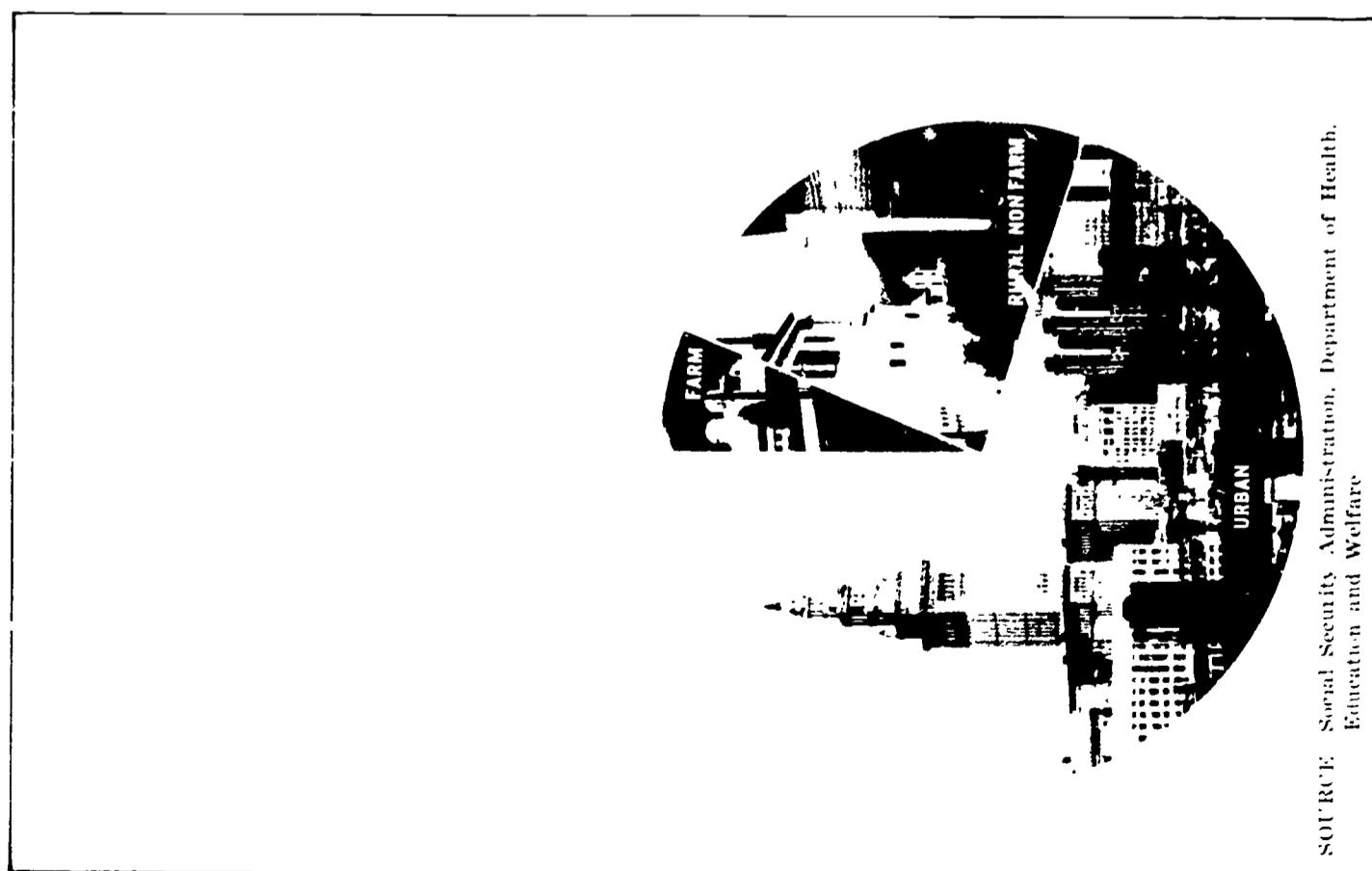
SOURCE: Department of Health, Education and Welfare





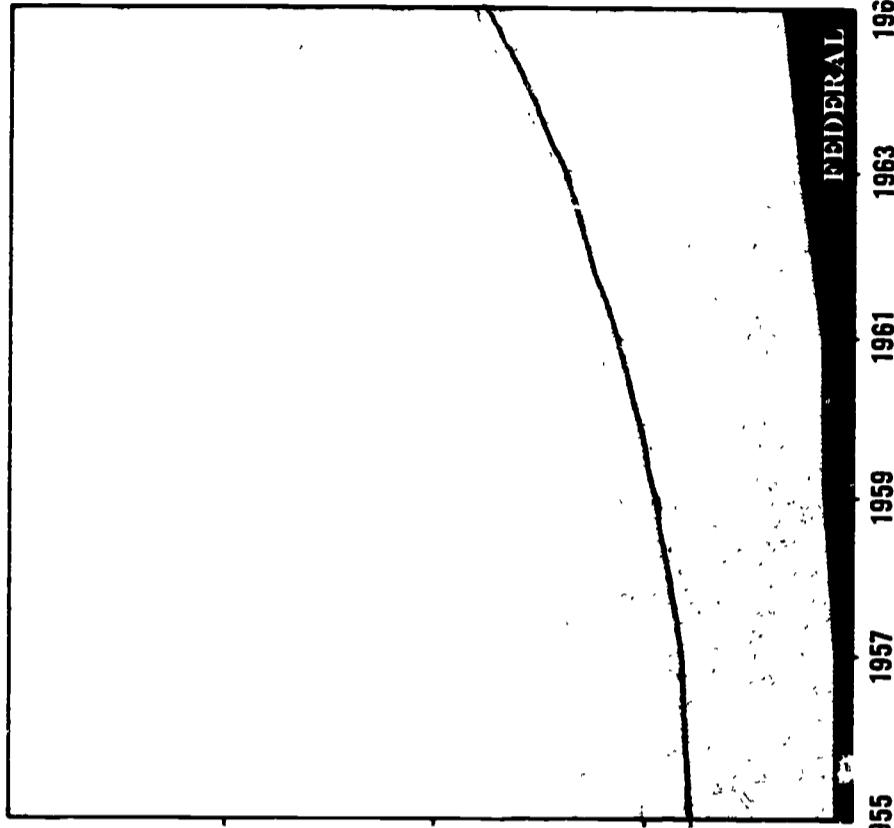
SOURCE: Social Security Administration, Department of Health, Education and Welfare

SOURCE: Social Security Administration, Department of Health,  
Education and Welfare



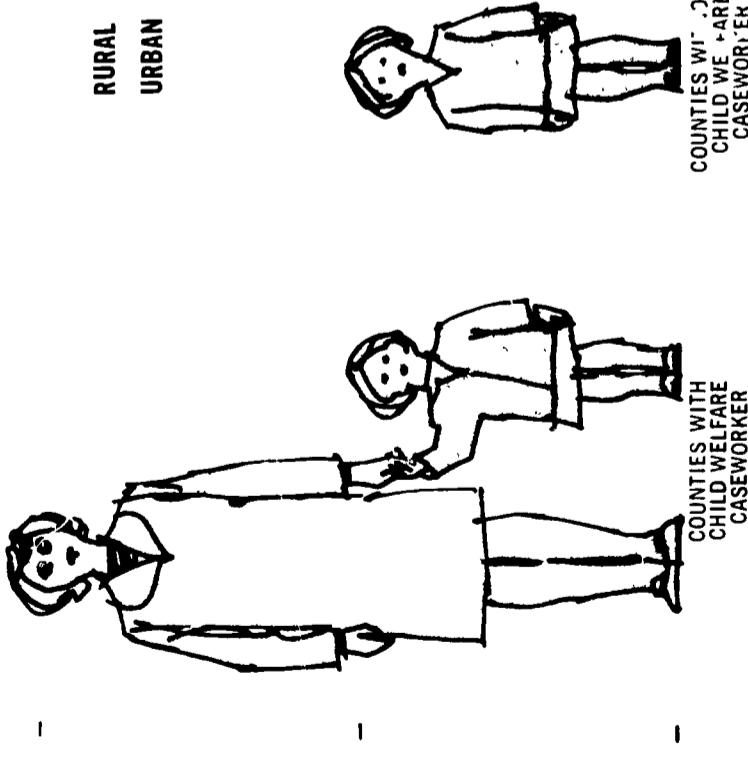
Since 1955 the funds for public child welfare services have more than doubled, climbing from \$135 million to over \$350 million in 1965. State and local governments have borne the overwhelming share of the burden. The Federal share of such funds has ranged from only about 5 to 10 percent of the total each year during the period.

#### LOCAL, STATE AND FEDERAL SPENDING FOR CHILD WELFARE



SOURCE: Children's Bureau, Department of Health, Education and Welfare

#### COUNTIES SERVED BY FULL-TIME CHILD WELFARE CASE WORKERS, 1965



SOURCE: Children's Bureau, Department of Health, Education and Welfare

To add to the number of jobs for young people.

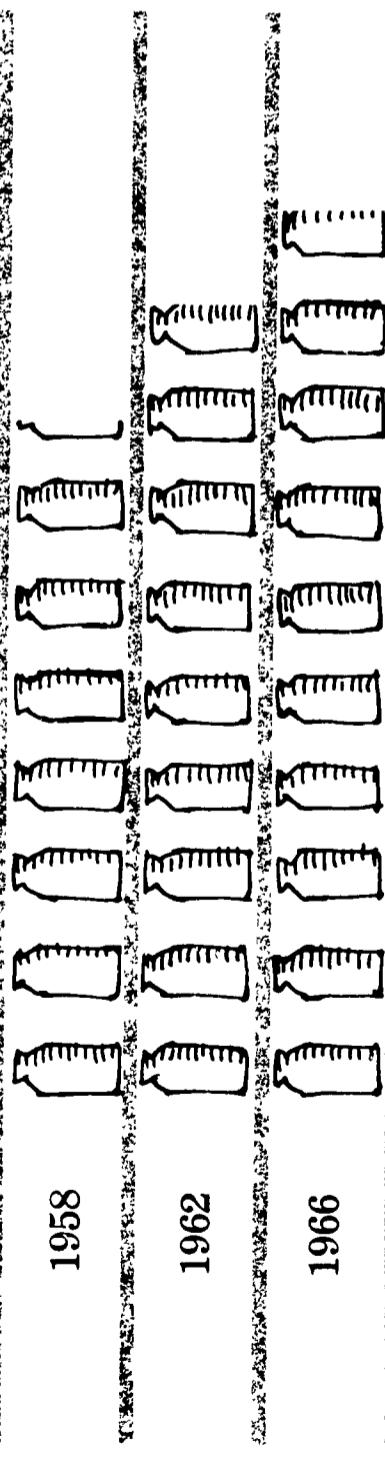
To better their education.

To involve them in improving their own neighborhoods.

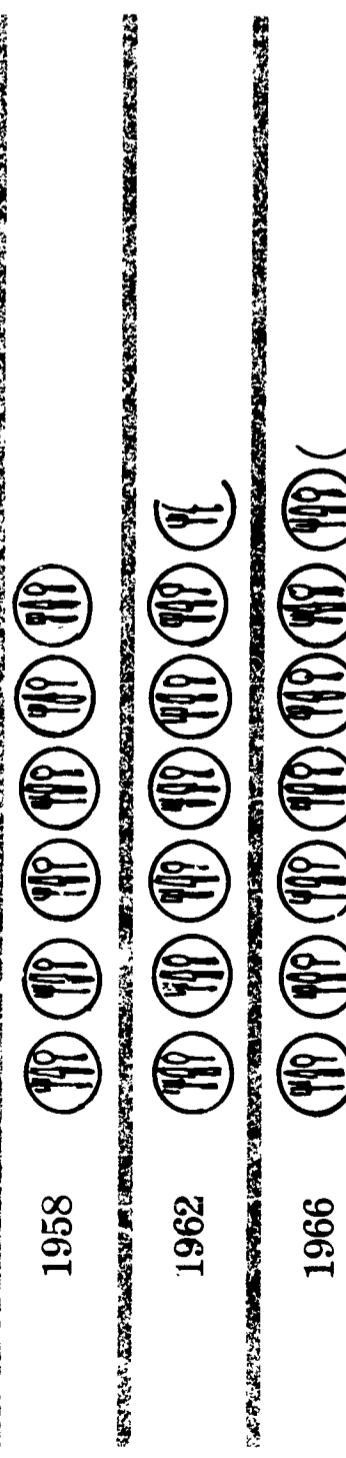
To enhance the quality of their health. To stimulate through Federal, State and local government, community groups and private organizations, the participation of young people in cultural and recreational activities.

—These are the goals of the President's Council on Youth Opportunity, established by executive order of President Johnson in March 1967. Vice President Humphrey is Chairman of the Cabinet-level Council which is charged with the responsibility of assuring effective planning and coordination of the Federal Government's summer programs and other activities for youth. The Council also encourages local governments and private groups to fully utilize existing resources for youth programs, and reports progress to the President.

#### PARTICIPANTS IN SPECIAL MILK PROGRAM:



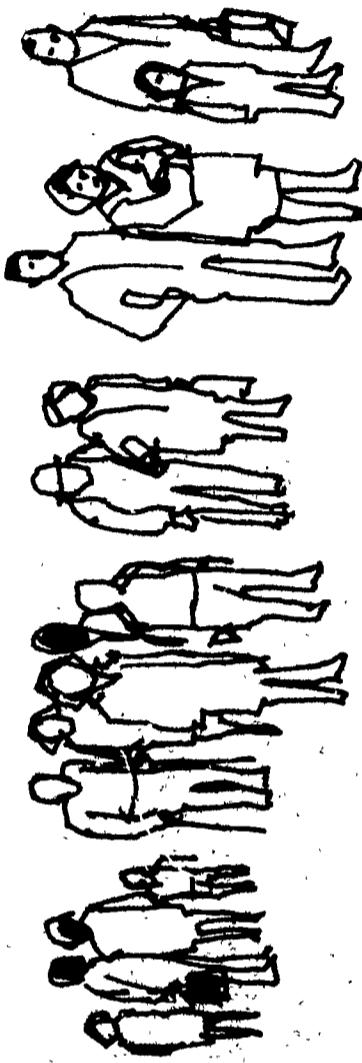
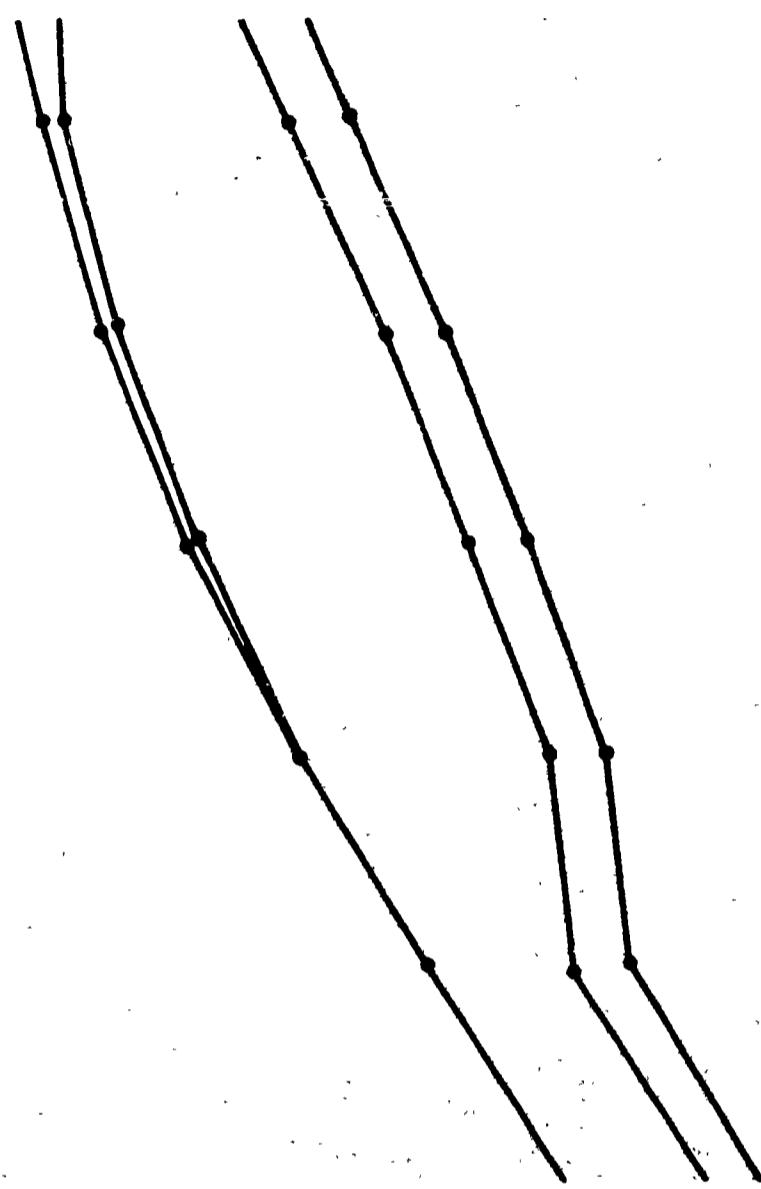
#### PARTICIPANTS IN THE SCHOOL LUNCH PROGRAM:



SOURCE: Consumer and Marketing Service,  
Department of Agriculture

10,900 SCHOOLS  
 AND OTHER OUTLETS      10,000 SCHOOLS  
AND OTHER OUTLETS

PARTICIPANTS IN COMMODITY DISTRIBUTION AND  
FOOD STAMP PROGRAMS



FOOD STAMP PROGRAM

COMMODITY DISTRIBUTION  
PROGRAM

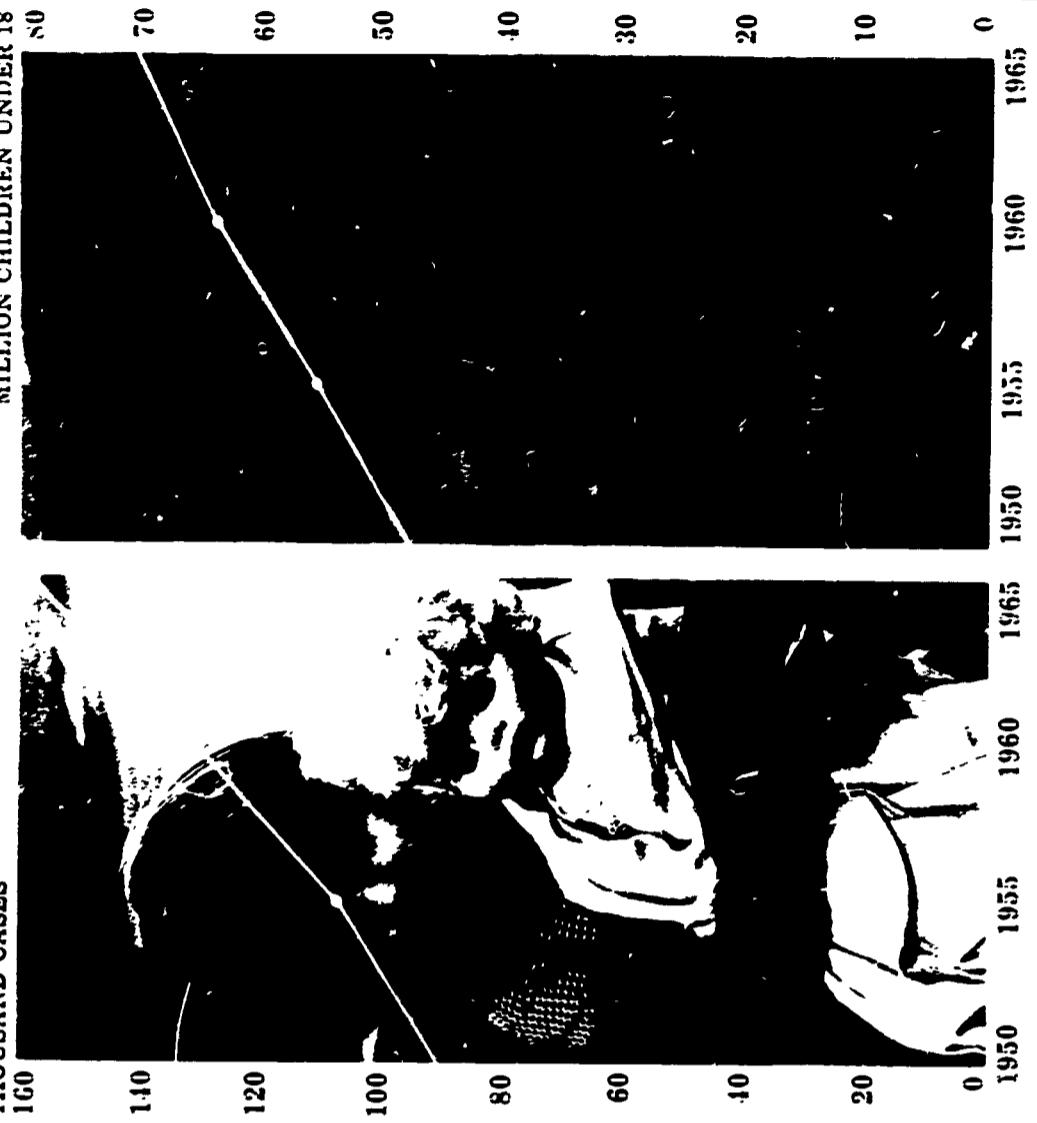
1955      1957      1959      1961      1963      1965      1966

SOURCE: Consumer and Marketing Service, Department of Agriculture

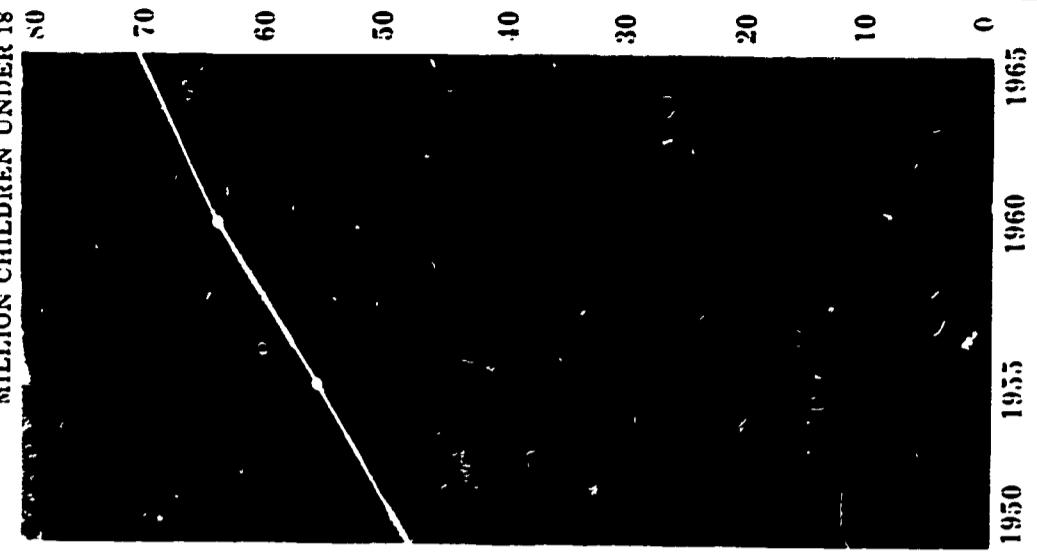
**DELINQUENCY, DEPENDENCY AND NEGLECT CASES  
IN JUVENILE COURTS, 1965**

**■ URBAN      □ RURAL**

**THOUSAND CASES**



**MILLION CHILDREN UNDER 18**



SOURCE: Children's Bureau, Department of Health, Education and Welfare

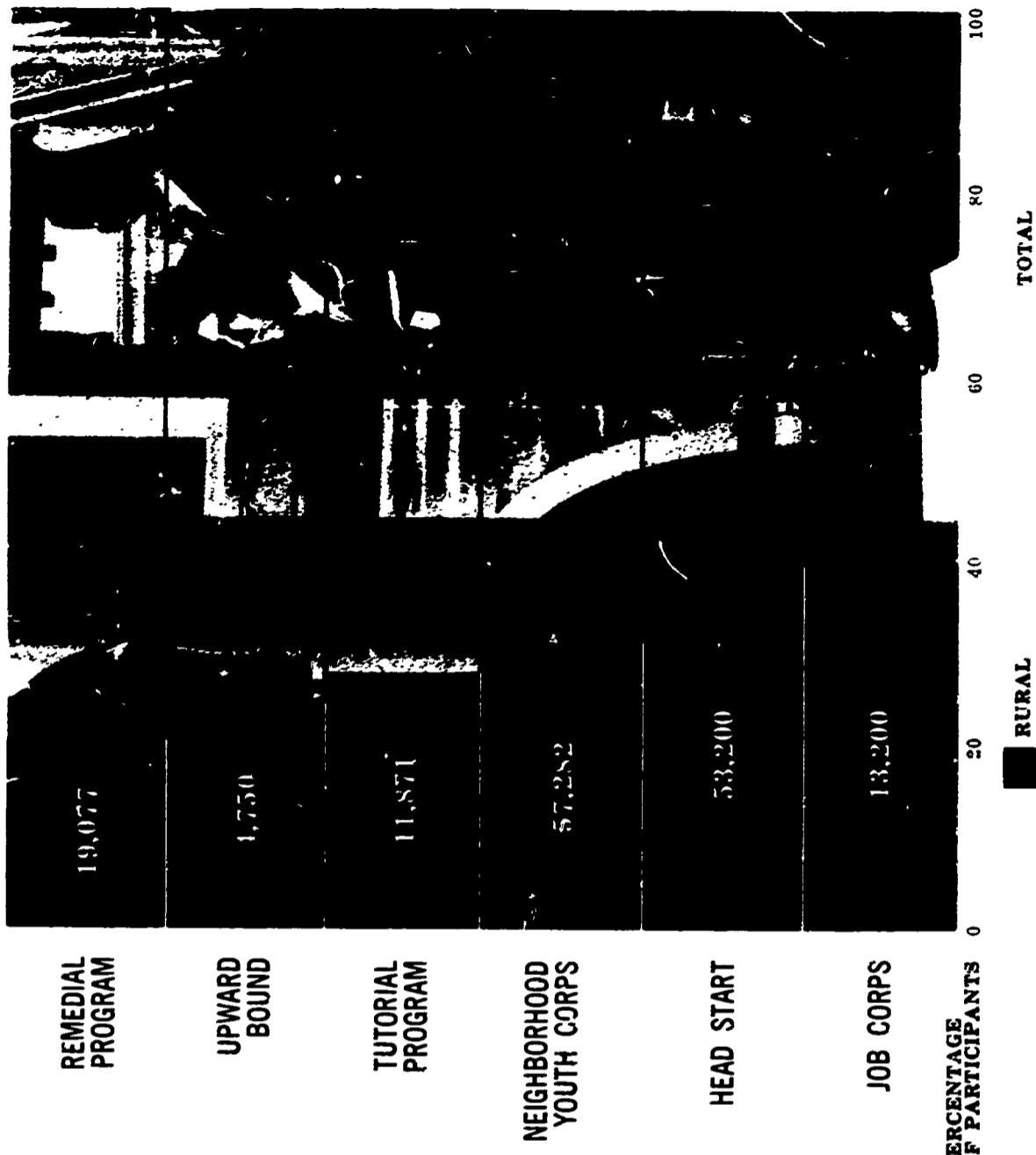
SOURCE: Children's Bureau, Department of Health, Education and Welfare

To catch them as they drop out of high school, to train them before they even face the bewildering world of school, to give them the hope of jobs and rewarding careers—these are a few of the purposes of programs run by the Office of Economic Opportunity. Head Start, for children aged three to five, helps them educationally, medically and socially to prepare for school life. The Job Corps and Neighborhood Youth Corps offer employment training and guidance for youth aged 16 to 21. The programs help children and youths stay in school, or to return to it, to learn a skill to become self-supporting.

Remedial and tutorial programs... elementary and high school ages give special help for the deprived rural student through individual attention or small classes. Upward Bound provides pre-college training for promising rural high school students.

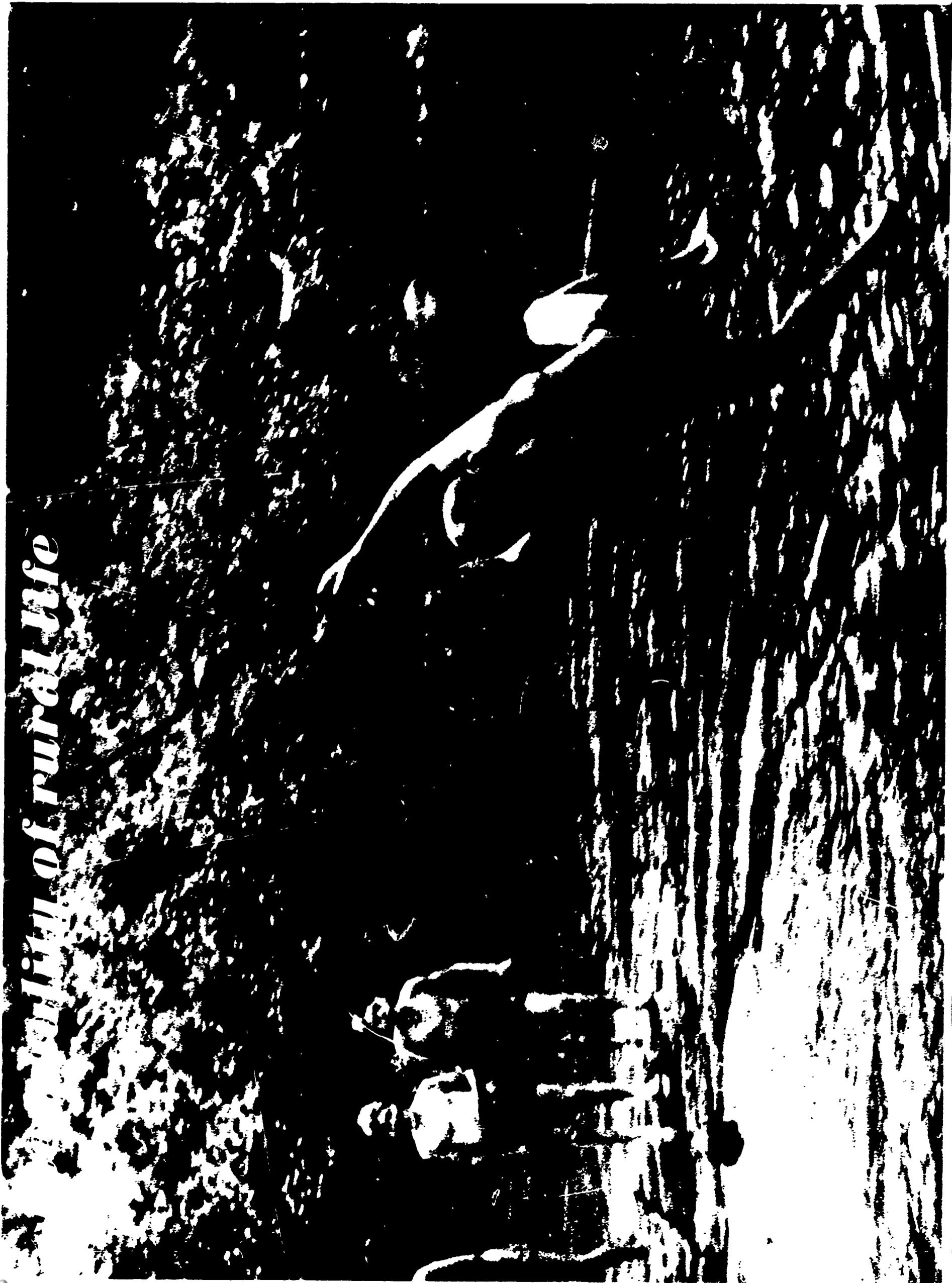
Rural Community Action programs, oriented to youth in many of their activities, enrich the cultural and recreational aspects of life, as well as working for better education. And recruits in a program such as Volunteers in Service to America (VISTA), primarily an adult activity, work with local agencies to help the impoverished young in rural areas. They offer their varied skills to those in need wherever they are—in a mountain hollow, in a Job Corps, on an Indian Reservation.

#### YOUTH PROGRAMS



SOURCE: Office of Economic Opportunity

# *Link of rural life*



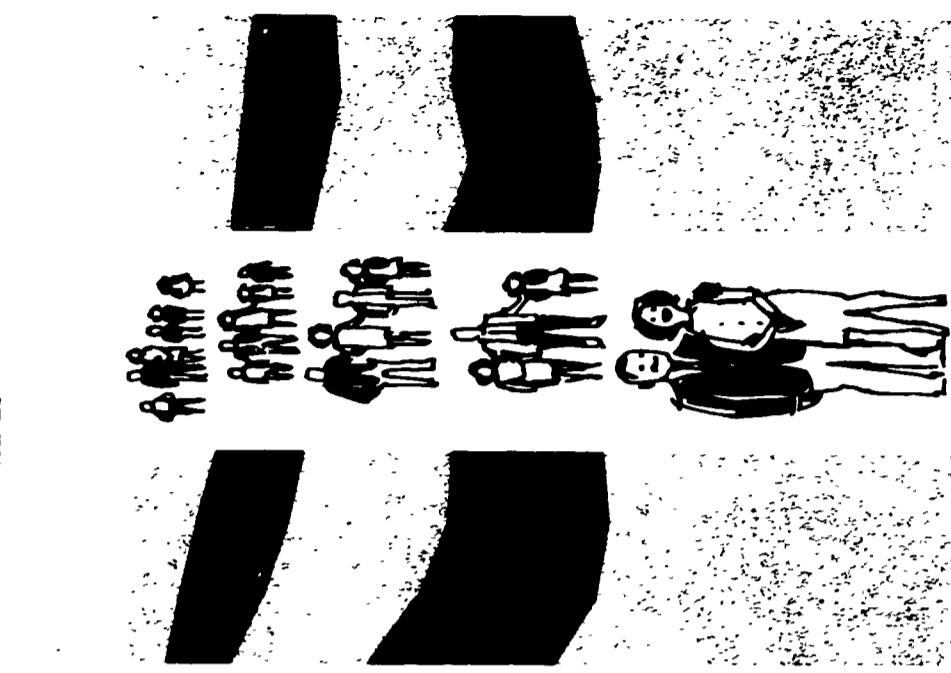
In the rural community, as in any other, the family is the center in which young people find their bearings—who they are, what they may become, and how to go about achieving their goals. The young person's family has the first and most lasting influence on "how the twig is bent." The neighborhood, the school, and the church join in helping youth to find their way in the world.

In a farm setting, the family sets the pattern of living and provides for the livelihood. In an urban, industrialized society, nonfarm employment is provided by persons and groups outside the family. In such circumstances, the school, the neighborhood, the community, and the job take over some of the family's roles. The family, in turn, loses part of its influence.

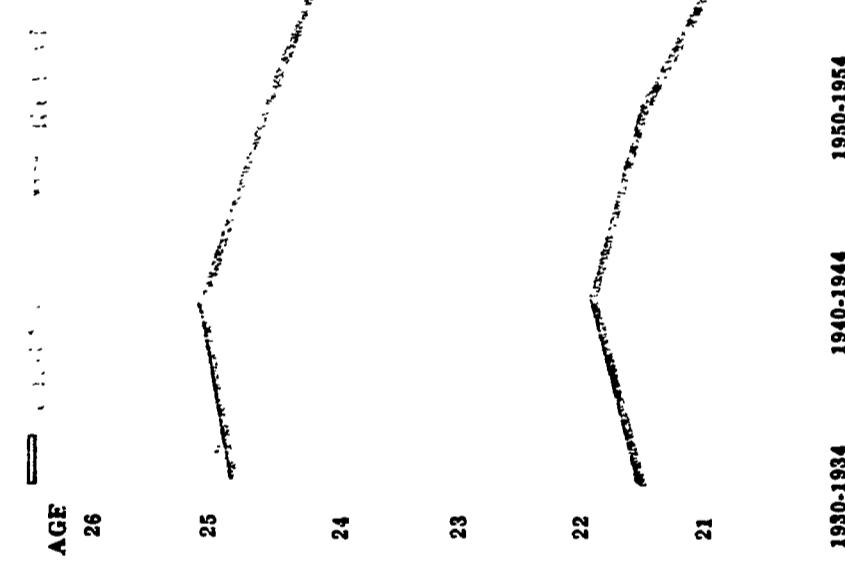
Although farm families often fare worse than nonfarm in terms of material things in life—income, housing, certain amenities—forces are at work that lessen rural-urban differences in styles of life.

One of the plus values in a young person's life, as indeed with all ages, is association with one's peers. Continuing the socializing process begun in the family, participation in local community group life adds a new dimension to the interests and activities of many young people where they live. Clubs of various kinds accomplish this with the help of the school, the church, civic groups, and volunteer adult leaders, as well as professional staff.

**SIZE OF FAMILIES \***



**AVERAGE AGE AT FIRST MARRIAGE**

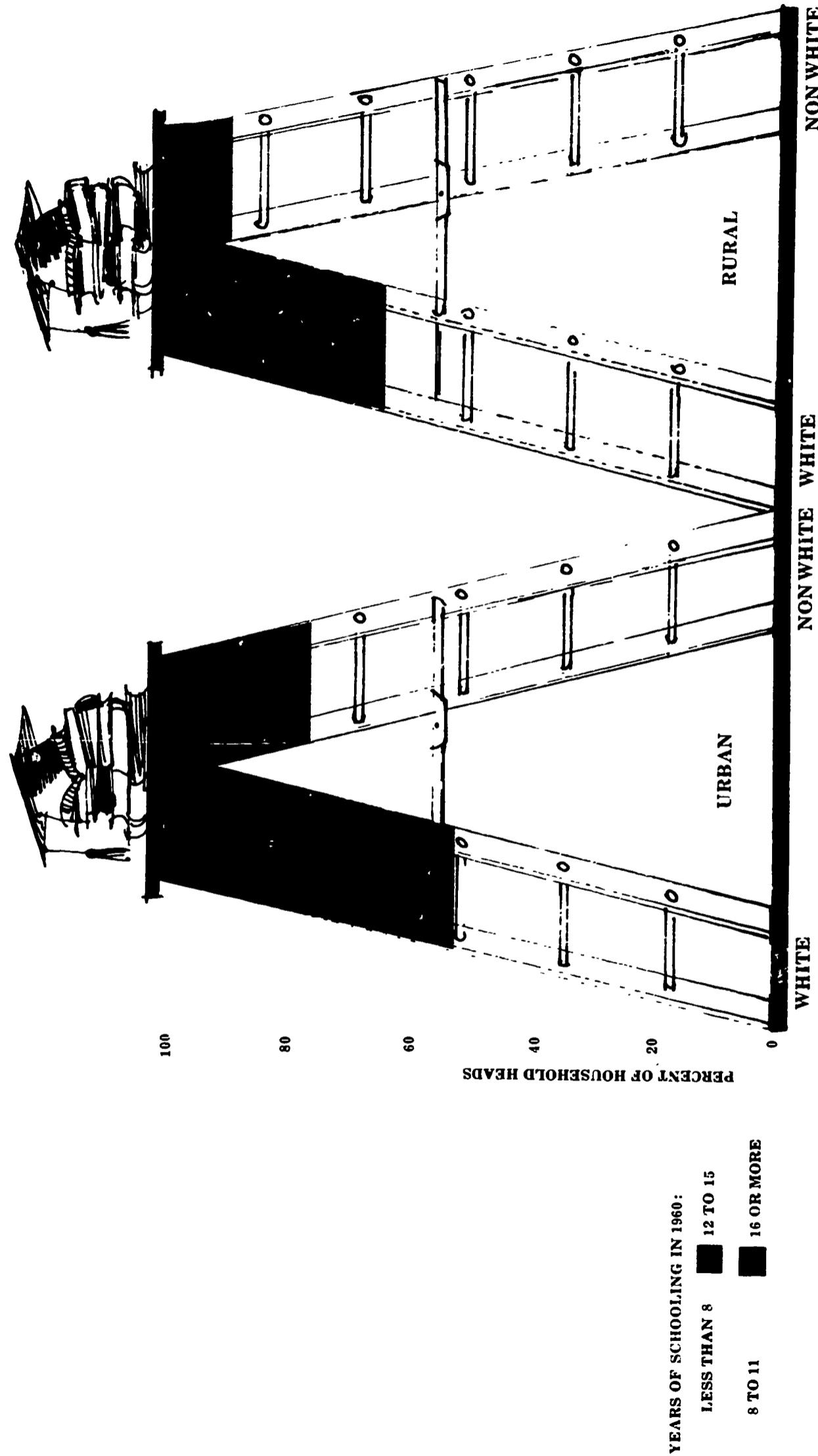


SOURCE: Bureau of the Census, Department of Commerce

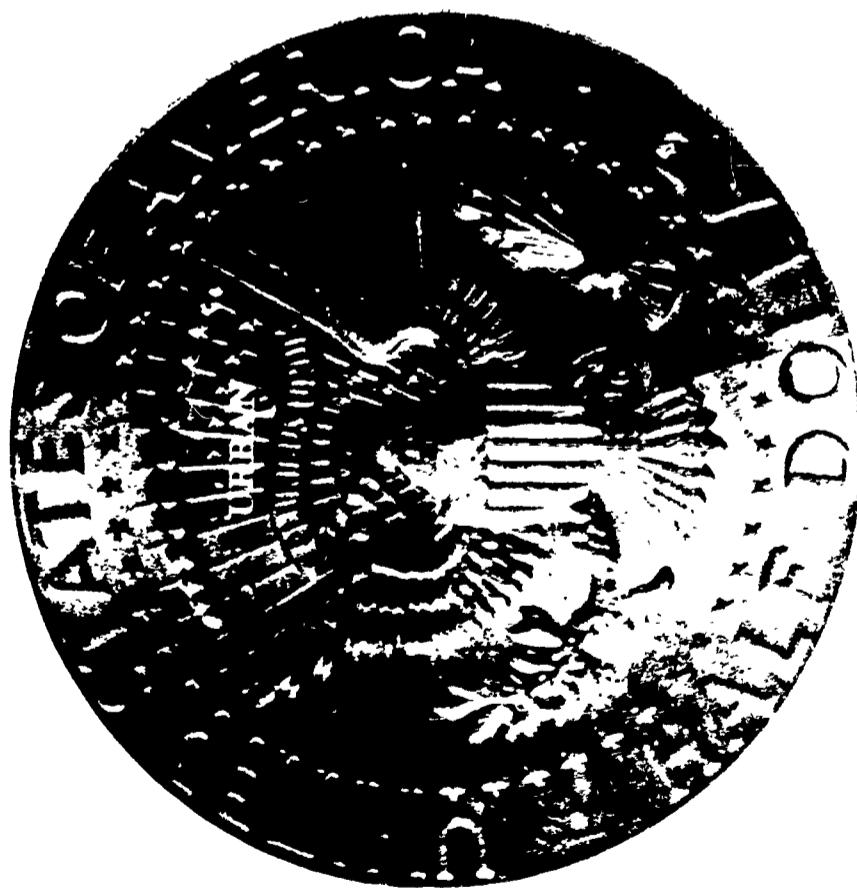
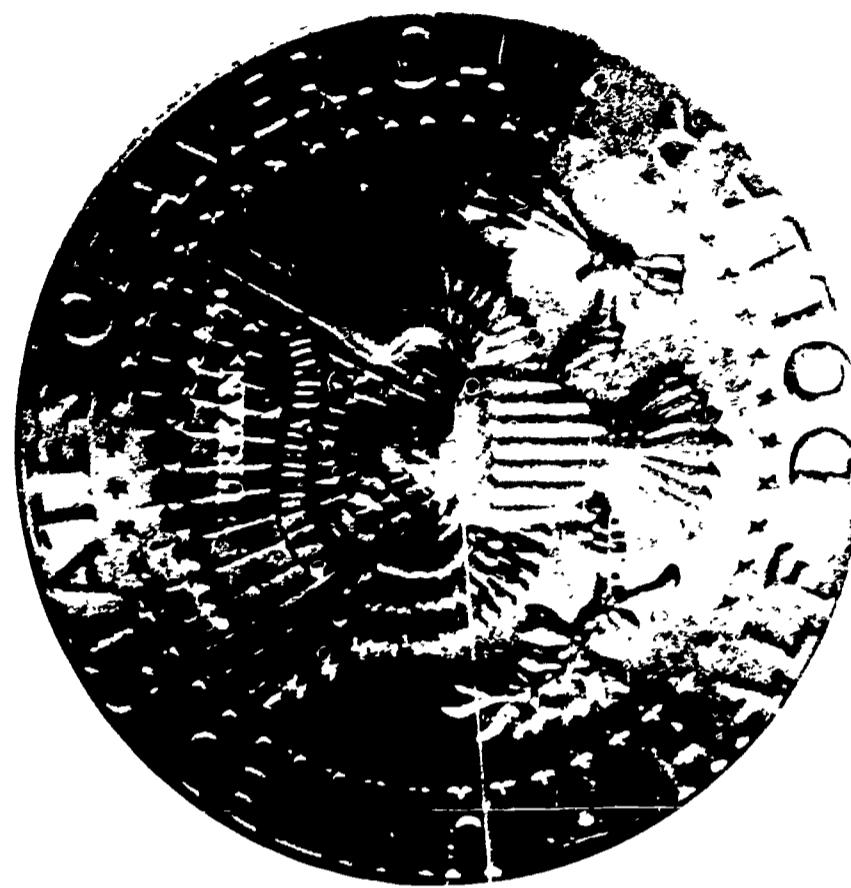
DISTRIBUTION OF FAMILIES BY NUMBER OF OWN CHILDREN UNDER 18

SOURCE: Bureau of the Census, Department of Commerce

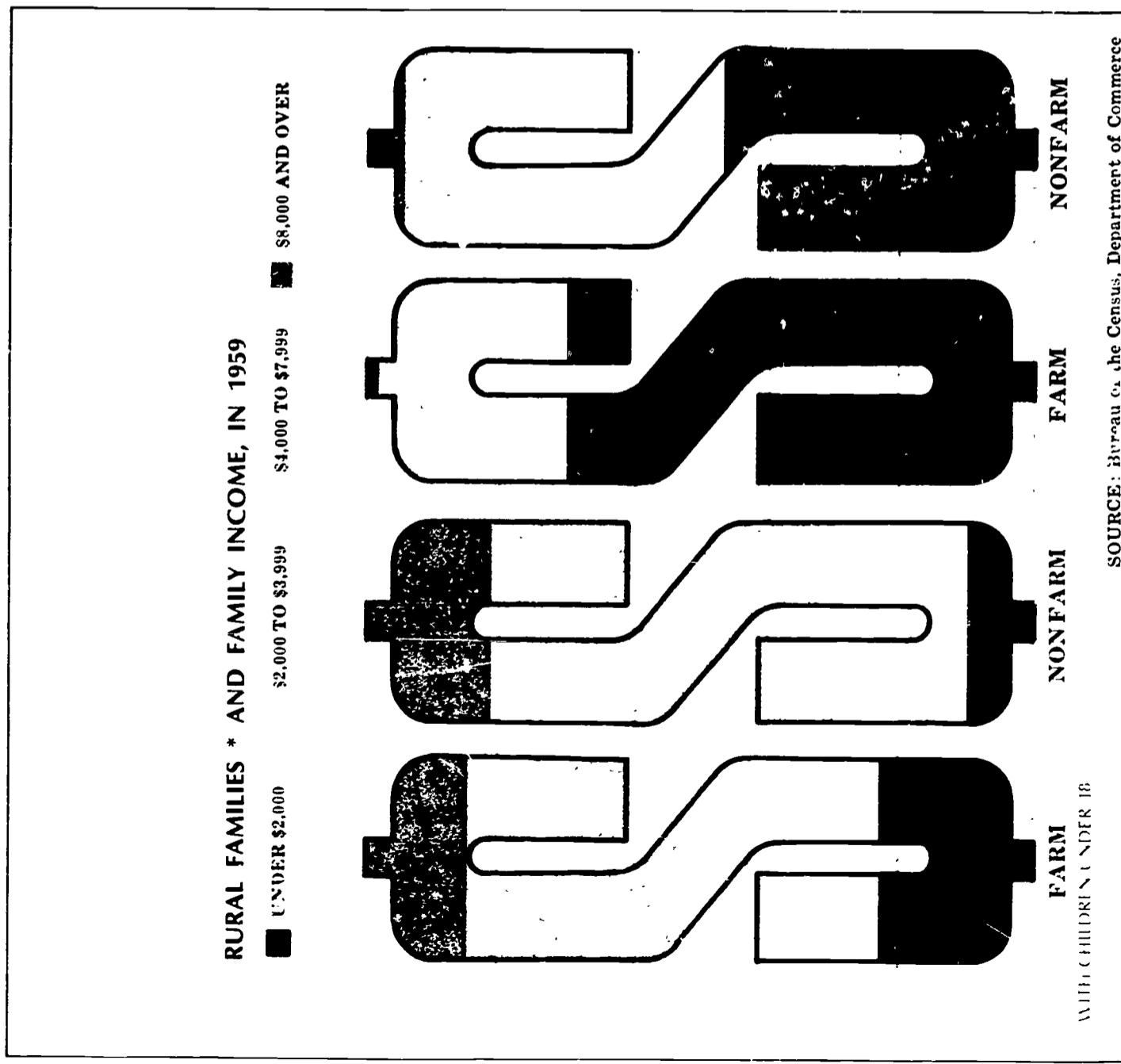
THE EDUCATIONAL LADDER



TOTAL POPULATION AND NUMBER IN POVERTY



SOURCE: Manpower Administration, Department of Labor



You can get the boy out of the city but can you get the city out of the boy? In the case of one VISTA volunteer, apparently you can, to some extent. A 24-year-old native of the Chicago slums, Ronnie Walcott (not his real name) joined VISTA for a year and has decided he will probably work in a rural area upon graduation from college.

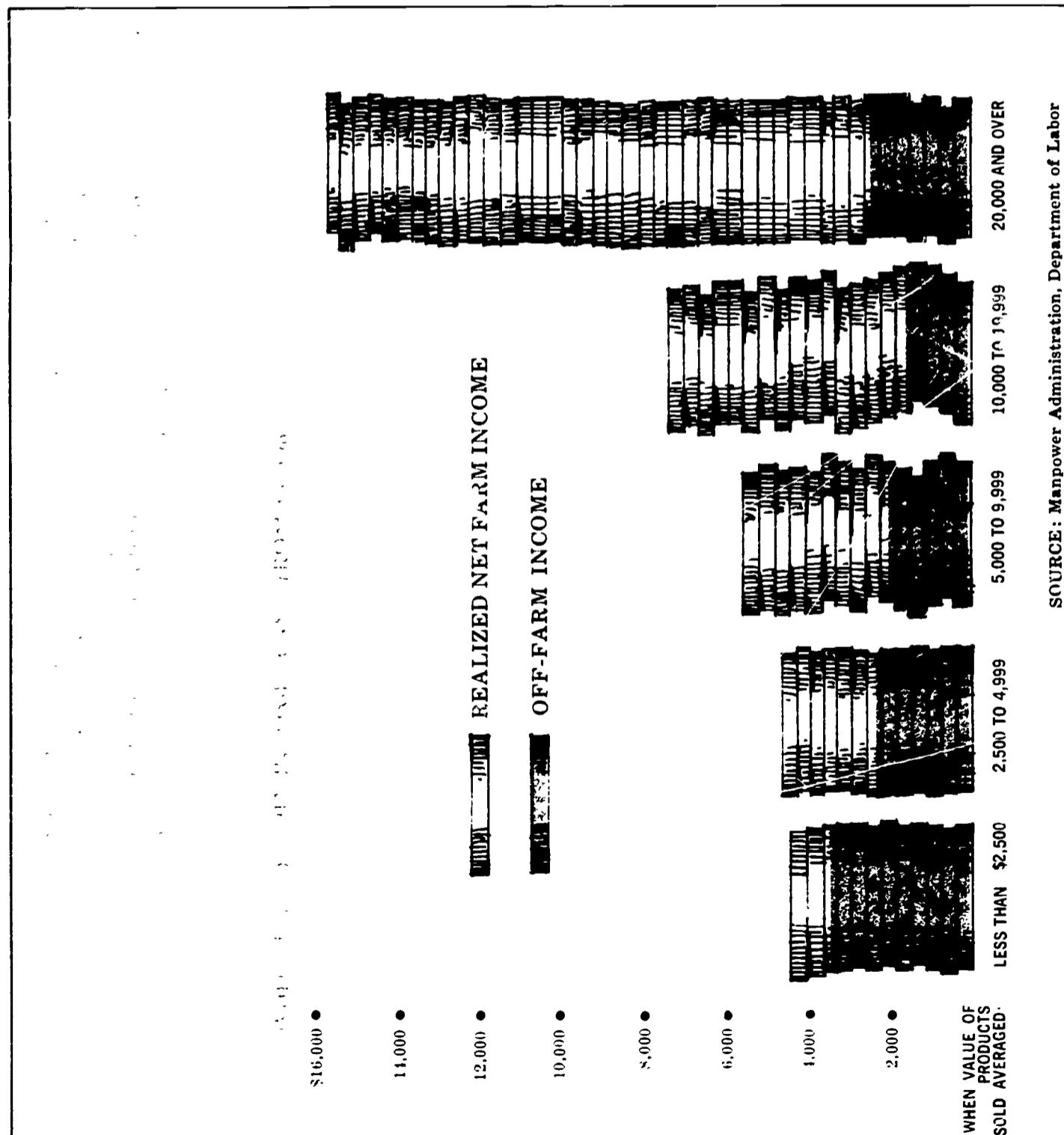
"The problems there are greater," he says, referring to his experience with a 90-family shack community located in a pocket of poverty in one of the country's most prosperous counties.

Under the aegis of this lone VISTA worker, these 90 families rallied to rebuild and enlarge their century-old community center and to form an active citizens association.

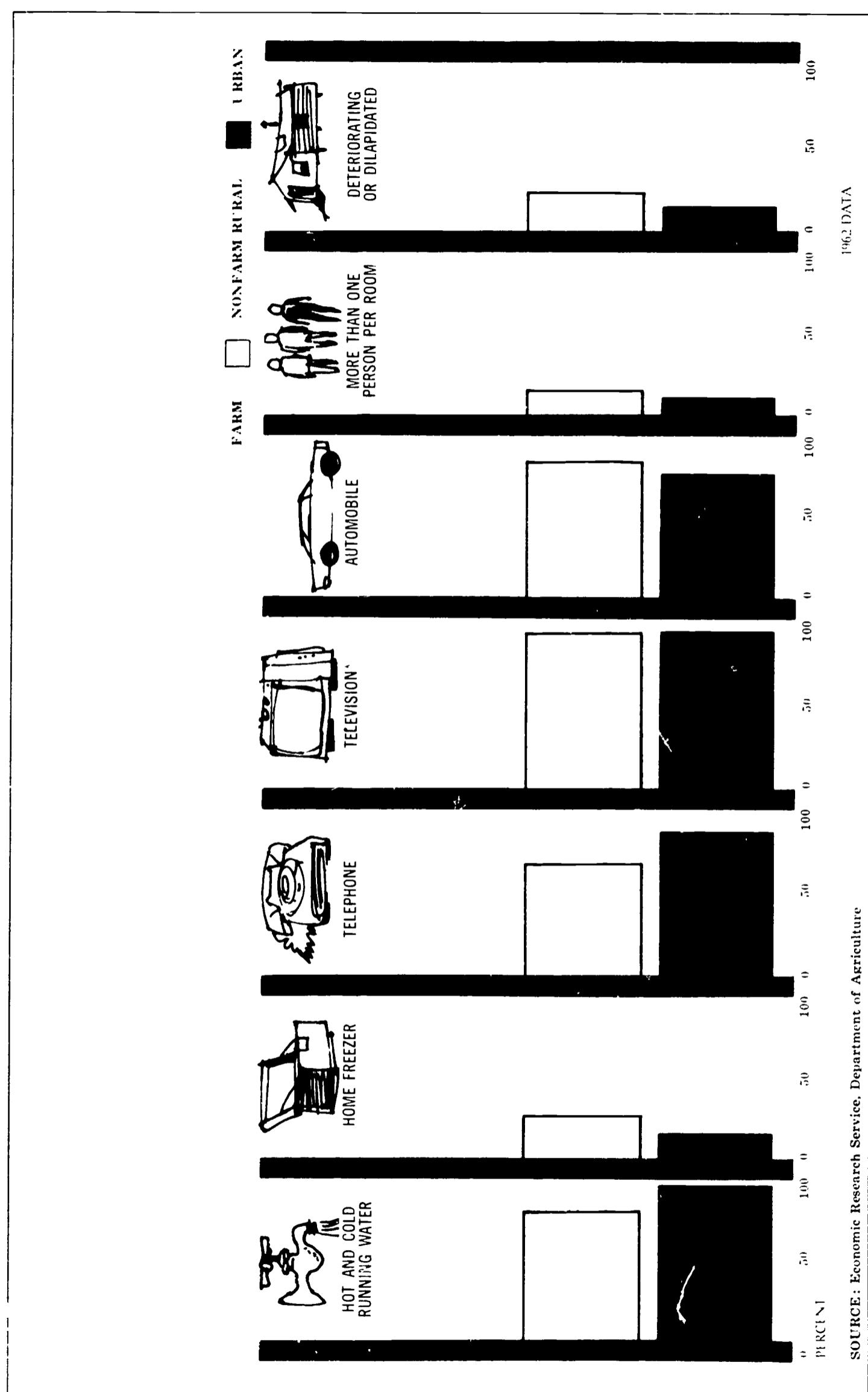
They raised \$100 at a citizens dinner and secured a \$1,000 donation from a church outside the poverty area to add an additional cinder block room to the building.

By fall a kitchen, central heating and indoor plumbing should be completed so that a much-needed day-care program can be started.

Ronnie Walcott is no longer needed here, but the problems of this community have stimulated him—currently an education major—to think about studying law and applying it to housing and other problems of the poor.

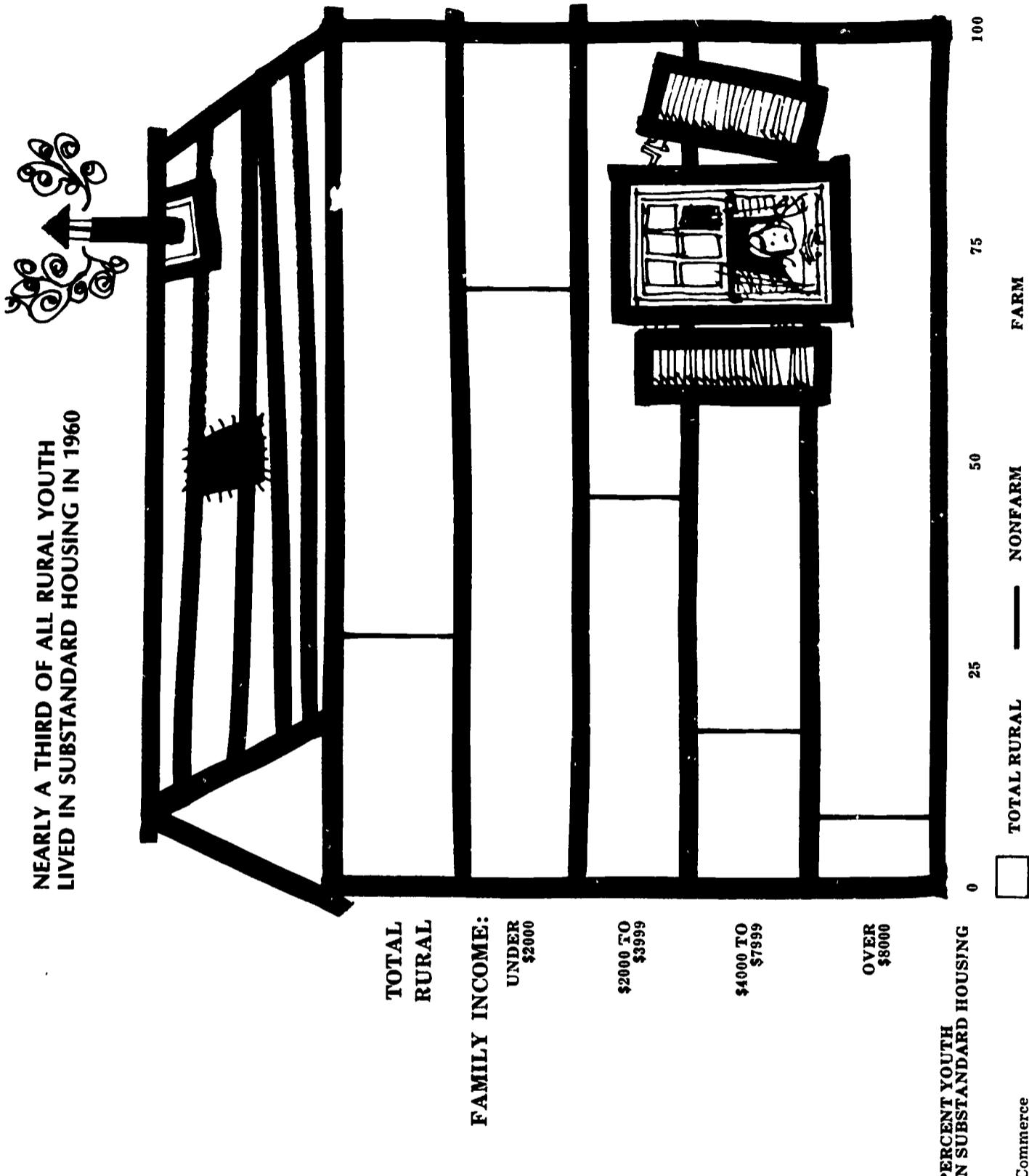


SOURCE: Manpower Administration, Department of Labor

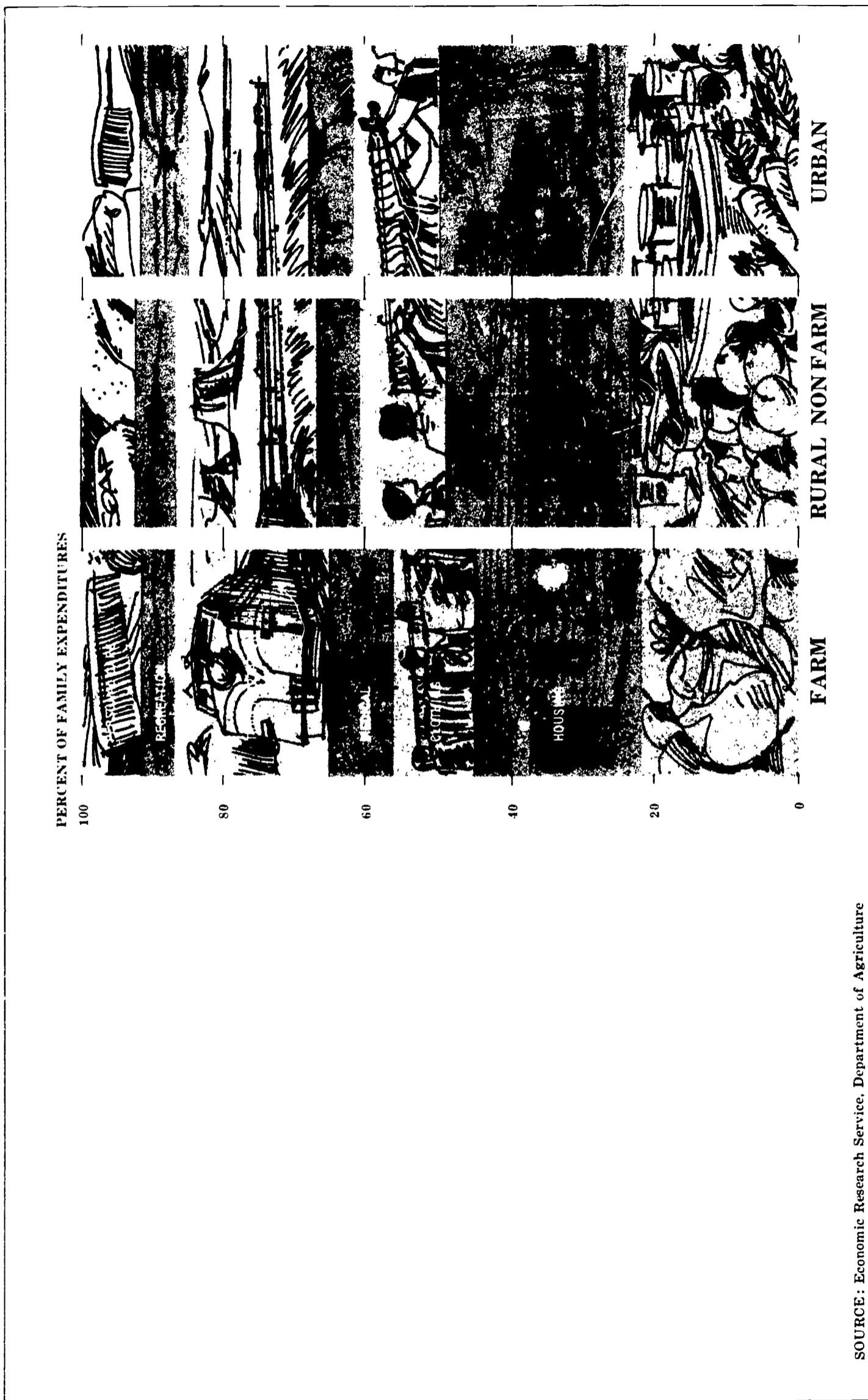


SOURCE: Economic Research Service, Department of Agriculture

NEARLY A THIRD OF ALL RURAL YOUTH  
LIVED IN SUBSTANDARD HOUSING IN 1960



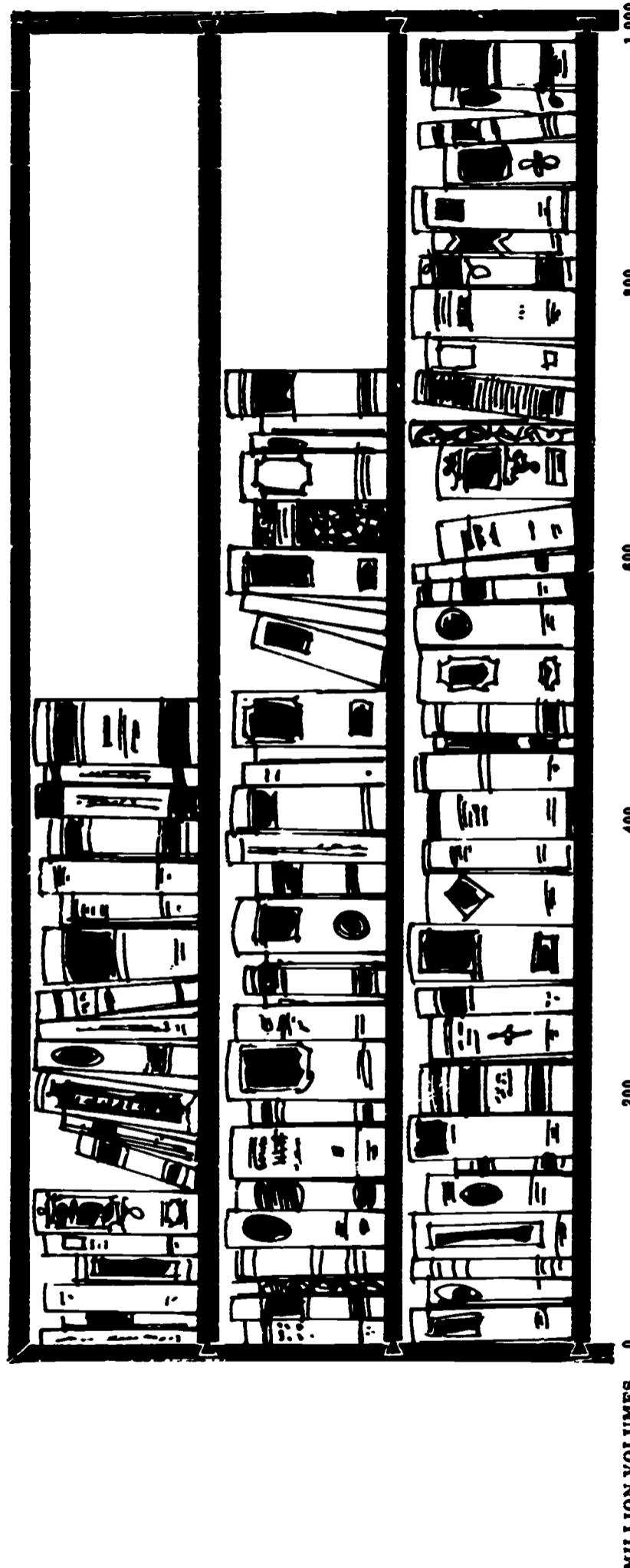
SOURCE: Bureau of the Census, Department of Commerce



SOURCE: Economic Research Service, Department of Agriculture



CIRCULATION OF PUBLIC LIBRARY BOOKS  
IN THE UNITED STATES, 1956-1966



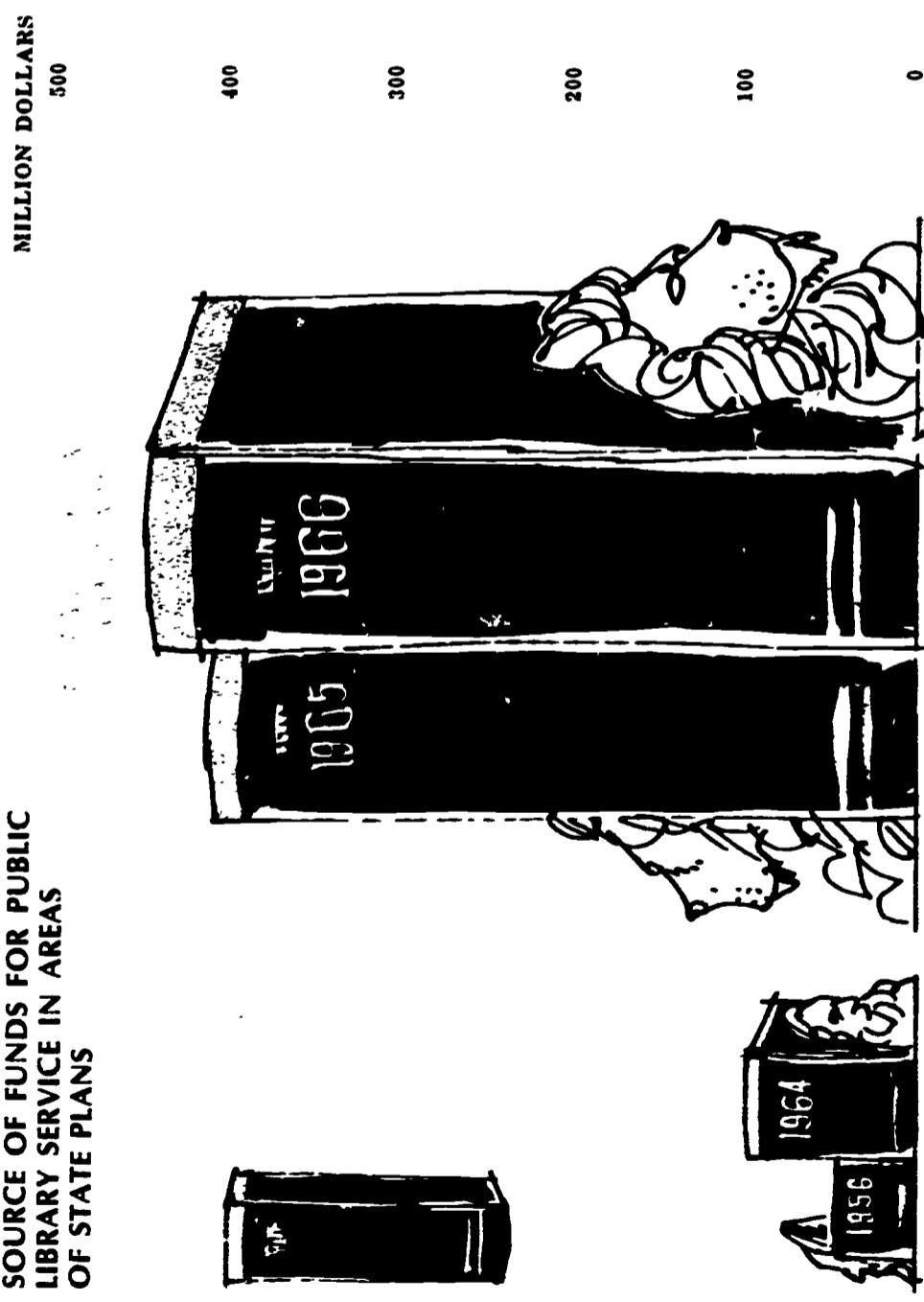
SOURCE: Office of Education, Department of Health, Education and Welfare

In hamlets named Buttermilk or Goose Camp in the Ozarks, the drama of the world's culture is now unfolding for the first time.

Young people who have never learned to read, some who have never borrowed a book—to have and to hold for a while—and others in search of friendly advice, some good talk, an exciting tale to brighten a dull day, all impatiently await the visit of the bookmobile or a trip to the branch library.

With the service of a never-say-die librarian, the aid of VISTA volunteers provided by the Office of Economic Opportunity, and the enthusiastic ingenuity of the many others who lend a helping hand, books and library services are now within reach of the rural poor in Arkansas, as elsewhere, on a regular, eagerly-anticipated schedule. The world of books is now available to dropouts, to the newly literate, to the lonely and to the others who dwell in the remote, hard-to-reach corners of rural America.

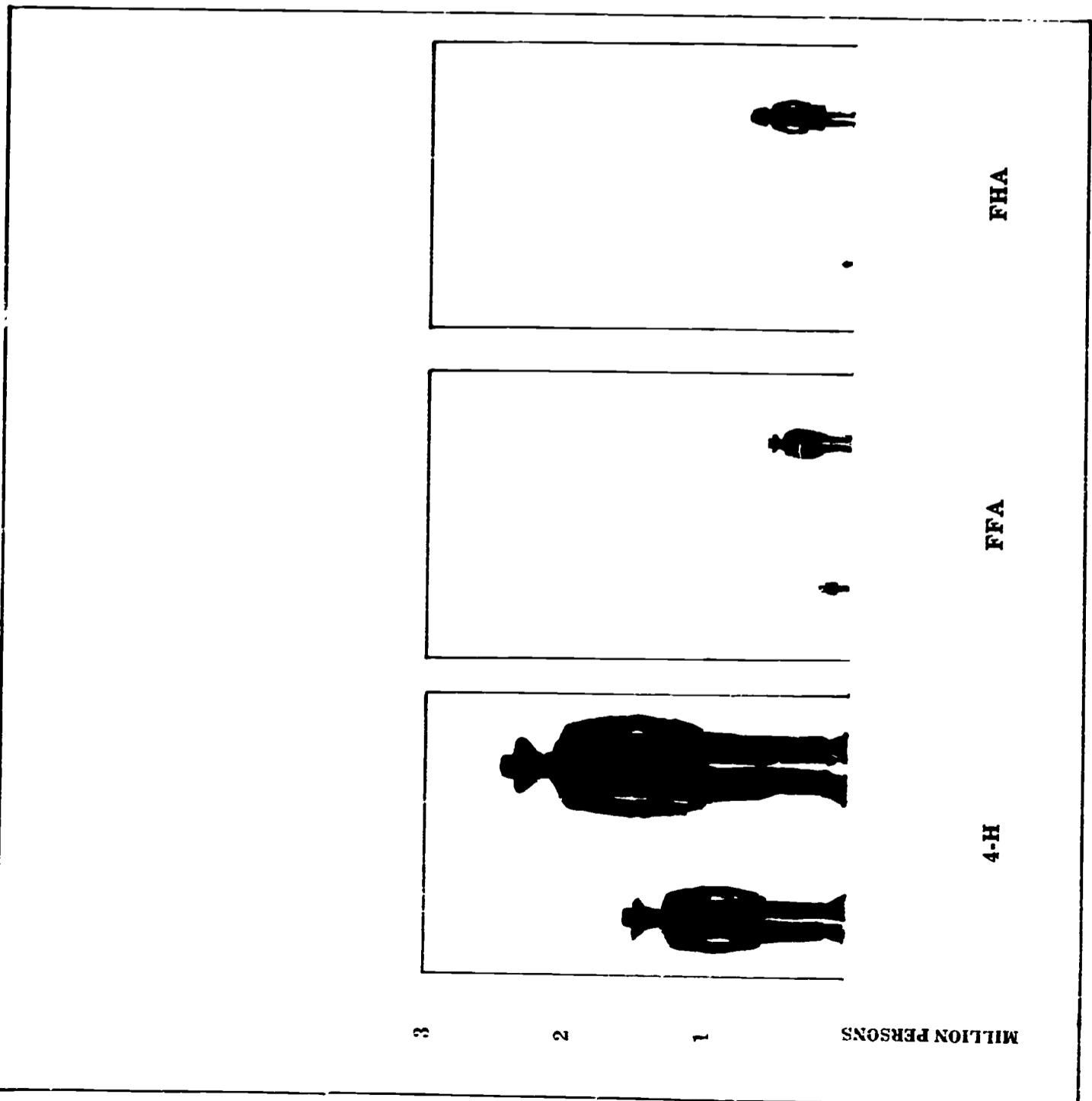
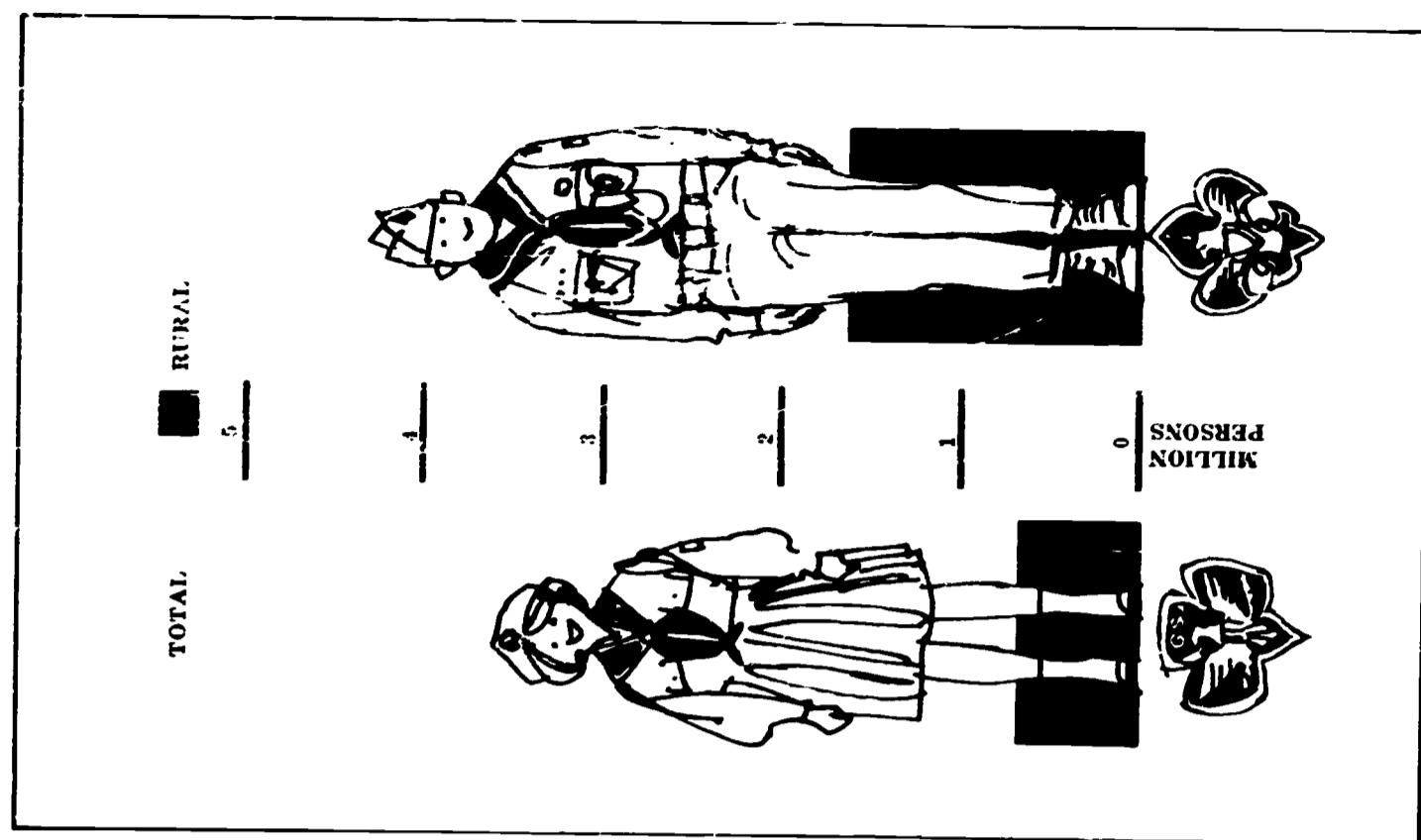
SOURCE OF FUNDS FOR PUBLIC  
LIBRARY SERVICE IN AREAS  
OF STATE PLANS



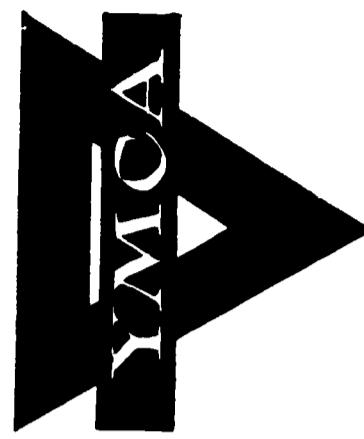
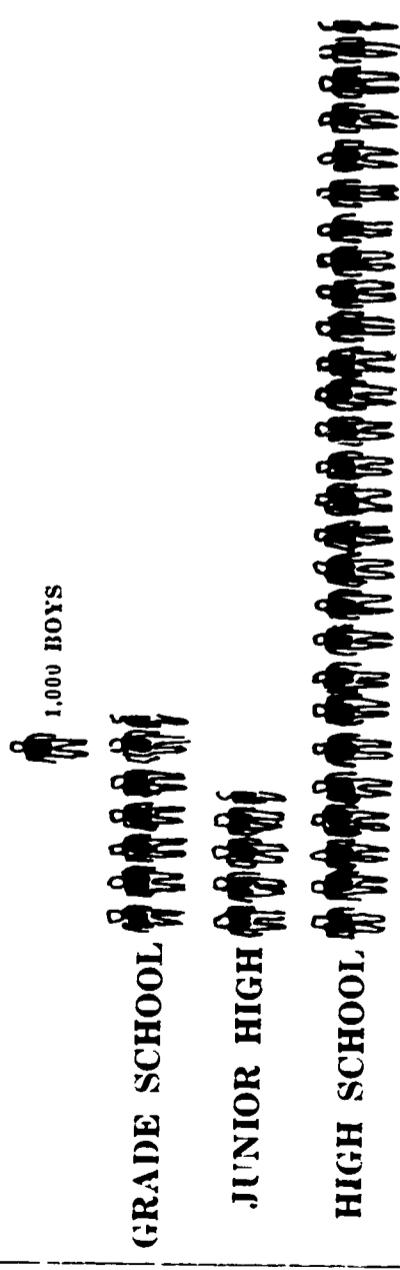
SOURCE: Office of Education, Department of Health, Education and Welfare



SOURCE: Economic Research Service, Department of Agriculture



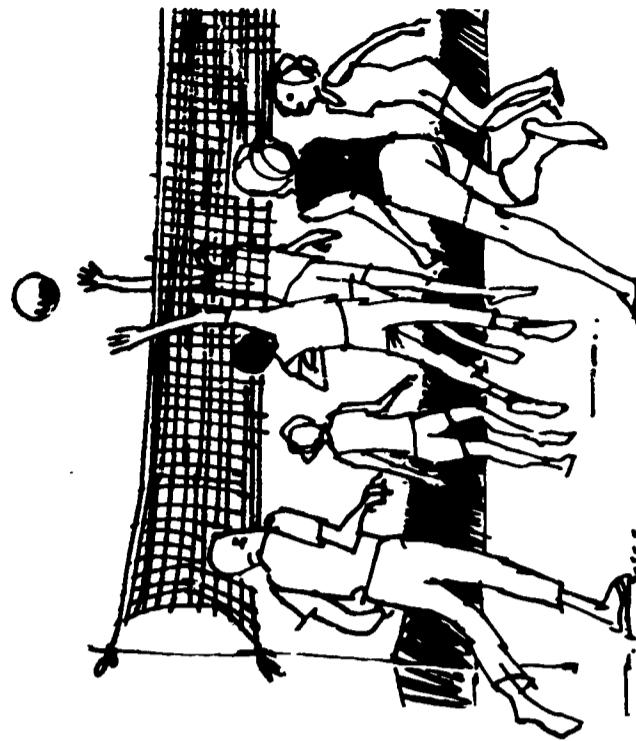
RURAL PARTICIPATION IN YMCA, 1966



SOURCE: Economic Research Service, Department of Agriculture

The American National Red Cross offers courses in First Aid, Water Safety, Life Saving, and Home Nursing. More than 80,000 certificates in these courses were awarded to young people in Group V Red Cross chapters (where the largest city has a population of less than 10,000) in 1965-66. The courses are available to youth through schools, colleges, and other facilities in every State in the Nation.

With a membership among girls of 7 through high school age in all 50 States, the activities of the Camp Fire Girls, Inc. are conducted mostly through volunteers in the local communities. The Southwest and Far West lead in membership, with the upper Midwest third in importance to the organization. Currently numbering 360,000 members in more than 1,300 communities of less than 25,000 population, the group's plans call for further recruiting in rural areas.



There are many other worthwhile organizations with local or nationwide memberships and programs for rural youth. Some are part of the function of Federal and State governments. Also, farm organizations, industry groups, private welfare and social agencies have longstanding programs of benefit to young people of the Nation, both urban and rural. All the groups have this in common: They enrich the lives of their young members, their adult leaders, and the communities they serve. Such organizations help build the whole person through programs of education and recreation and promote needed leadership qualities among rural youth. The boundary between town and country for their activities is increasingly blurred as urban and rural youth work together to achieve the organizations' goals.



*the world of tomorrow*



Who would have dreamed, 30 years ago, of a trip to the moon, of astronauts walking into space at the end of a fragile cord? Who can foretell, today, what the year 2000 will be like? All we can predict is that this world, when it appears, will be a vastly different place in which to work and live.

Thirty years is an unimaginable leap of time for the very young. But in the year 2000, today's youth will be in the midst of their own families, will be enjoying their peak earning capacity, and will be taking the most active part in running their communities.

For the young people who remain in agriculture, and those who will live in rural areas—whatever their occupation—what promise does rural life hold? Life on the farm in the United States in the year 2000 will be in a new dimension. The Secretary of Agriculture, in a recent series of speeches, gives us a preview of the agriculture of the future.<sup>1</sup> The farmer of the future will operate his farm business in an air-conditioned office, drawing on computerized information to plan how many acres to plant in what crop, what kinds of seeds and fertilizer to use, on what day to harvest. Field work may be fully automated and supervised by television scanners on tower. Robot machines working at superspeeds will harvest, grade, pack

and freeze the produce, then transport it to depots for distribution to retail warehouses.

The typical home of the future will also be greatly different. Movable partitions will permit room sizes to change as the family changes. The refrigerator will be a built-in unit with pull-out drawers, each with individual temperature controls for different foods and, of course, with automatic defrosting units.

Groceries on the shelf and in the refrigerator will bear little resemblance to what the housewife stores today. Tomatoes will be square to insure less damage in shipping; frozen salad mix complete with lettuce will seem to have come right out of the garden. Many new flavors in foods will make their debut. Eating will be an excitingly different experience and cooking will be simplified by more abundant processed, frozen, and pre-packaged products.

The countryside, too, will have a new look. Green expanses will be the setting of new towns, planned with complete shopping centers, parks and community facilities within easy walking distance of the residents. Factories will be located nearby so that workers and their families can live in uncongested rural areas and still have easy access to jobs. Income will be higher and the work week shorter, with more time for leisure and recreation. And homeowners won't even have to tend their

lawns—growth-regulating chemicals will control the height of grass and shrubs without mowing or clipping. There will be little damage from insects, diseases, or droughts. No one will be bothered by flies or mosquitoes either, because there won't be any.

Dream stuff? Perhaps. But many of the advances prophesied by Secretary Freeman are already in the works, and the scientific skill to produce such revolutionary changes in living patterns is either in existence or attainable. Agricultural scientists and others have made possible enormous progress in the past to provide America with the highest living standard in the world. Further advancement is a reasonable expectation.

To illustrate, the farmer who produced food and fiber for himself and five others 100 years ago now provides for 39. One hundred years ago, 7 million farmworkers served a population of 31 million; today, less than 6 million serve a population more than six times that large. There will probably be no more than 2 million farmers to provide for a future population of 300 million.

But those figures do not begin to describe the job ahead for agriculture and, indeed, for all of today's youth. Possibly the most crucial problem of the immediate future is helping to close the gap between low food production and the high rate of population growth in many developing

areas of the world. Overcoming the burdens of poverty, illiteracy and disease is, to be sure, of major importance. But all efforts to promote a better life will be defeated as long as there is threat of starvation.

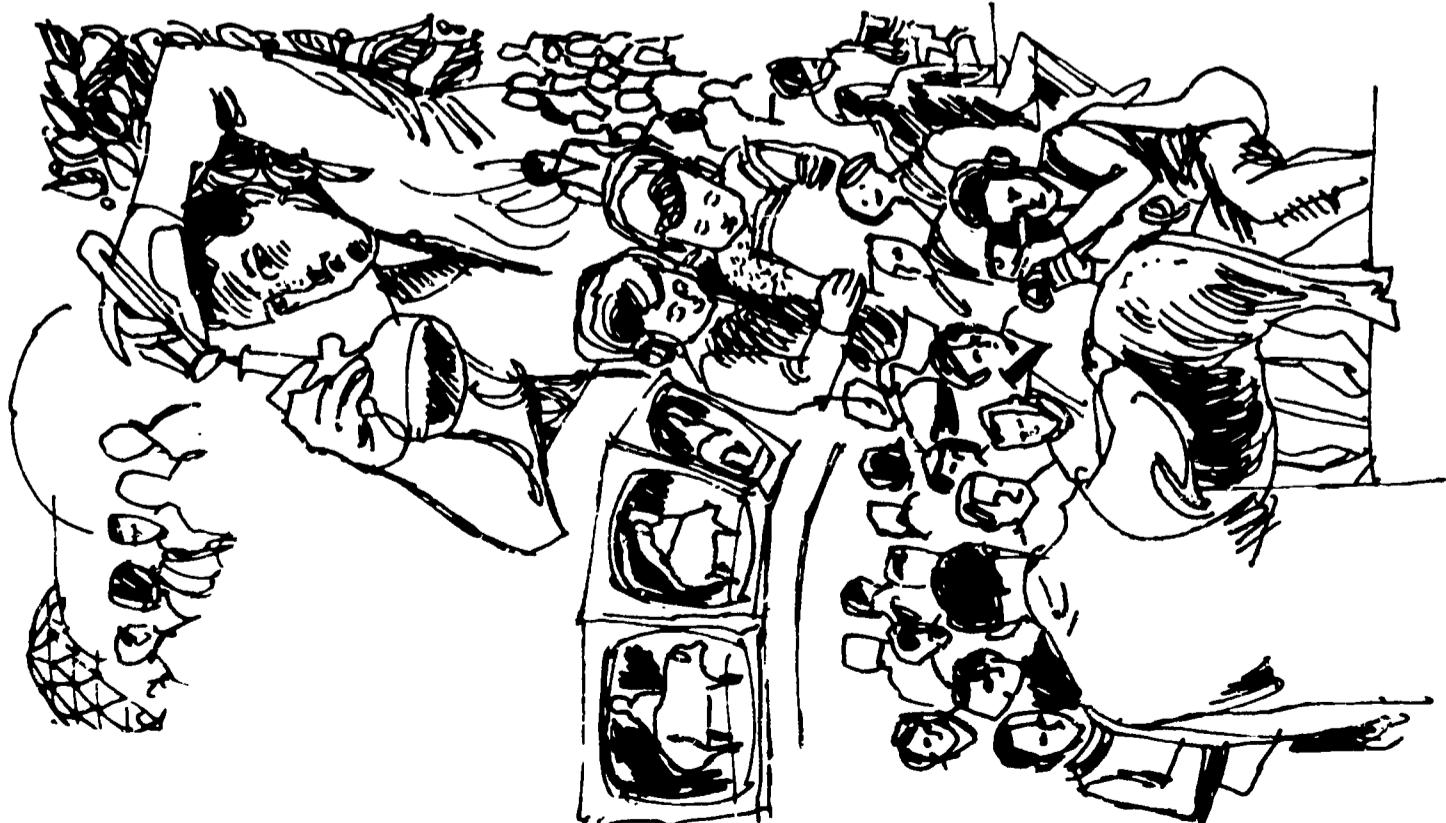
The population in some regions of the world increases so fast that the present world total of 3.4 billion human beings may be more than twice that figure by the year 2000. Developing countries, for example, double their populations in 18 to 27 years, compared with the 55 to 88 years for developed countries. Slowing the massive growth of population is not the sole solution to the food problem for a hungry world, but it is an indispensable part of the answer. The problem is no longer of the future; it is with us now. But the rural youth of today will still be working on solutions for decades hence.

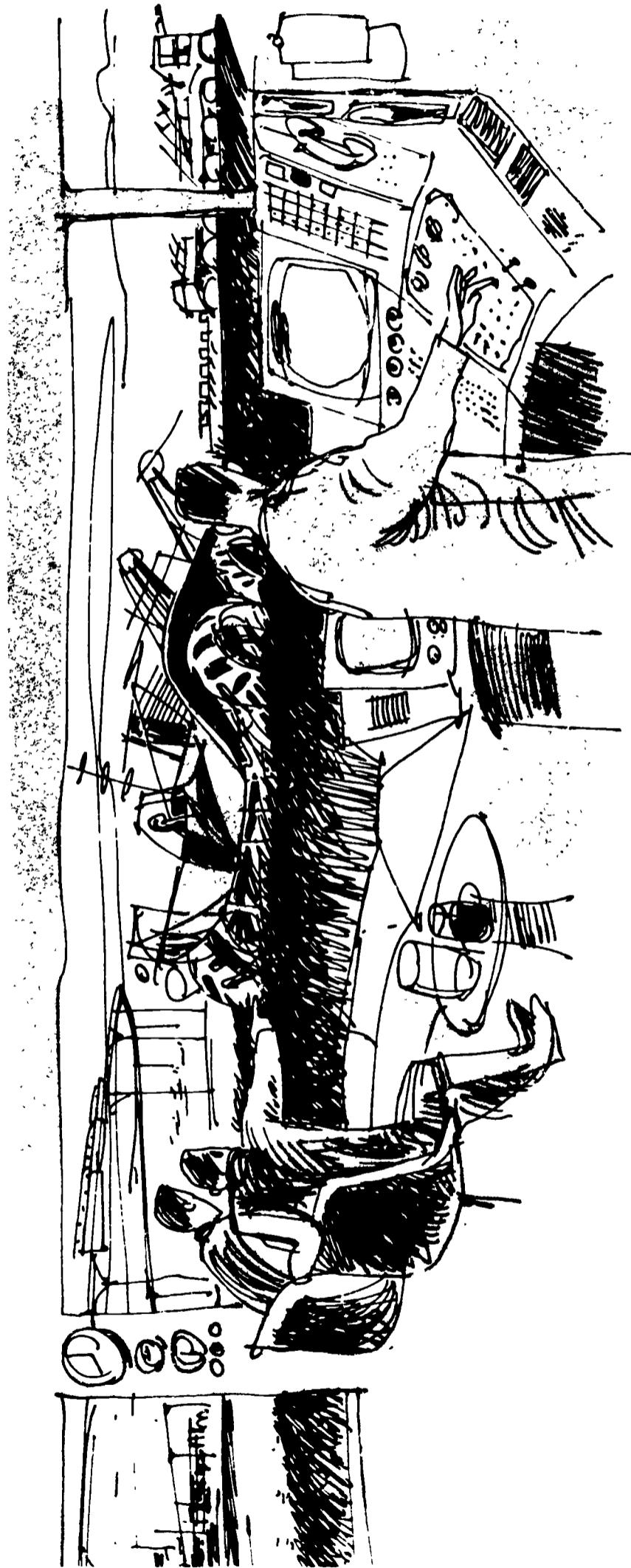
The world of tomorrow holds promise, as well as problems. Many occupations and industries will welcome the recruit who has prepared himself with a good basic education and then added training in special skills. Service industries will be looking for a growing number of workers. For those who continue their education beyond high school, professional and management positions will increasingly demand their talents. The unskilled, who today have difficulty finding work, will be hard put to get any job at all in tomorrow's trained and competitive world.

Youth will find it eminently worthwhile to take full advantage of public and private education, plus the numerous training opportunities now available.

Light industries in increasing numbers will probably locate in rural areas where a ready supply of workers can commute to nearby factories and enjoy living away from congested cities. Enlightened employers could provide day-care centers at the place of employment, to draw on the reserve of potential female workers with young children. Women so employed would be able to perform at maximum capability, knowing their children were in the hands of competent teachers and trained child-care specialists who would prepare them educationally, physically and socially for their further schooling.

Rural schools of the future would then take off from day-care centers of this kind: Head Start, for instance, and other pre-school programs to prepare for better quality education in consolidated schools. They might even have weekday boarding facilities in sparsely settled areas. More rural schools could be brought into the mainstream of society through advanced teaching aids and techniques—television classes, language laboratories, teaching machines, expanded library service, broader vocational training, better guidance and counseling. Multicounty educational plans would stretch resources to bring to sparsely settled areas the highest





quality of instruction for the largest number of students.

Health and welfare services in rural areas need more attention in the future. More young women will need to become nurses, therapists, medical technologists, social workers, and the like. Facilities to provide preventative and remedial health care will have to be greatly augmented among rural people. This, in turn, will mean that rural areas must become attractive as places to work and to live for both the professional and nonprofessional people who will be needed. The same can be

said for welfare workers; many more case workers and other personnel will be required to seek out and assist the needy.

Rural communities will prosper when their residents enjoy high quality education for their children, adequate health care and welfare services, and employment close to where they live. With higher incomes from stable employment there will be more business for the merchants and shopkeepers in the rural community. The prospering towns will then be able to provide the social, cultural and recreational opportunities to enrich the lives of

young people, their parents and the community as a whole. Concerts, plays, festivals, sports activities, clubs, hobbies, fairs—all can be supported by a thriving rural community.

But all this will remain "dream stuff" unless we plan *now* for tomorrow. Cooperative effort and careful planning can make these dreams come true. Those who choose to live in rural areas must be given a meaningful opportunity to do so. Rural youth of today, with work and determination, can make a difference. They can help to bring about the promise of tomorrow.

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